

Reading for the Apostolate

There is often a broad stretch between knowing the truths taught in the religion classes and living them; knowledge and conviction do not always go hand in hand. Sister Rosenda, O.S.F., in *Christian Impact in English* says: "Literature is the quietest place to do some private thinking on human relationship." Literature is our interpreter of life and as our reading broadens, it brings us to a deeper understanding of ourselves and our fellow men. Literature at its highest is the presentation of Christ's truth and its application to life; it, therefore, opens to the student the heights and depths, the energy, vision, and richness of Christian living. A lay apostle must be an articulate Catholic. He must know and be able to speak at ease, but this "at-home-ness" comes only from wide reading. What shall we give our students to read? The list must necessarily be comprehensive since every type of literature has its place in the formation of an apostle.

What the Novel Does

Novels picture life and people and the true Catholic novel will enlighten the reader's judgment to understand human nature better and to see the rich possibilities of life. The novelist can bring out the lights and shadows of the most common details of daily life. When we read "Hell is not to love any more," we have Bernanos' way of expressing Christ's two great commandments. Leon Bloy tells us straight from the shoulder: "The day is done for proving that God exists. The hour exists when one must give one's life for Jesus Christ." Or again: "There is but one sadness in life and that is for us not to be saints."

Sister M. Dolores, H.H.M.

Villa Maria High School

Villa Maria, Pa.

Cecily Halleck's Father Happe is one of the simple creatures of God possessing the wisdom of the Holy Spirit. In this novel we have a well-drawn picture of God's providence in the lives of men and the proper evaluation of the material things of life. In some ways Father Happe is like Chesterton's Father Brown in his understanding of man, his possibilities, and his weaknesses.

Student reactions to books read will give teachers a deeper appreciation of the impressions made. The following are quotations of high school students: "Mr. Blue made me realize the uselessness of material things. He might seem crazy to some people but I thought him wise in making his life a happy road to eternity." "The Dove Flies South" opened my eyes to the Negro's attitude toward white people as well as my attitude toward them. It gave me my first real lessons in the words: 'All are God's children.'" "The Mass of Brother Michel" taught me the importance of resignation to God's will. It made the Mass come alive for me and I have assisted at Mass daily since I read it." "I don't remember too much about *No Other Man* but the book gave me a strong desire not only to stay in the state of grace but also to increase it." "Read *Like Lesser Gods* and you will learn that real joy is in the simple things of life. We don't need all the things the world offers." Many students

have enjoyed *The Chosen* and *Shepherd's Tartan*; one remarked that such reading had made her realize that religious life might seem glamorous but that it takes strength and deep faith to persevere.

Read Biographies

In an effort to understand one's self and his fellow man, the student must not be permitted to be satisfied with the novel but should be encouraged to appreciate biographies. Father Thornton in his book, *How to Improve Your Personality Through Reading*, gives three main points in favor of biography. He claims that through them we learn what man is; we observe significant people of all times and ages in thought and action; and by thus growing in the discernment of character, we are better able to sort all the worthless and false values from those qualities of personality which have permanent significance. Biographies furnish introduction to high company and souls are shaped by such companionship.

A good biography shows us the whole man. He steps out of the pages, as it were, so that beyond seeing his actions, we can discuss with him the problems, ideas, and ideals of his life. Catholic men and women have become great, growing strong through Christlike sufferings and sacrifices, and because of their loyalty to Christ, they have greatly influenced their own day and succeeding generations. As we read their lives, we feel the urge to lift up our hearts, to match our ideals and fortitude with theirs. The truths we teach come alive for students as they see them in action in the lives of courageous men and

women. They see Father Flanagan finding Christ in all boys; *Chaminade* inflamed with love of God and Mary; Thomas More retaining his sense of humor and his spiritual philosophy of life even to death; Bishop Ford spending himself for the souls of his Chinese people and his fellow Maryknoll missionaries; *Karen*, encouraged by the faith of her mother, overcoming great physical handicaps; and the Walsh family enduring great poverty in the spirit of love and family unity. Because biographies can gradually change our attitudes and ideals, consider the powerful influence of the greatest of all biographies, the Gospel, giving us the life of Christ. The New Testament is our source but students need interpretations made for them and Farrell's *Only Son* and Goodier's *The Public Life of Our Lord Jesus Christ* not only acquaint the reader with the Person of Christ but both offer excellent help to mental prayer.

Graduate to Spiritual Books

The mental and spiritual growth resulting from the reading of good novels and biographies makes it possible for the future apostle to read, assimilate, and enjoy the books frequently called spiritual which, for the most part, follow the essay form. Students begin really to appreciate the fullness of Christian life when they read such books as: *Living the Mass*, *Of Sacraments and Sacrifice*, *Christ Speaks Through the Sacraments*, and *We and the Holy Spirit*. Teachers explain the omnipresence of God and His divine indwelling in the soul, but Houselander in her books, *The Reed of God* and *The Way of the Cross* has given a vivid application of these truths. *We Die Standing Up* is a book which knocks down most of our idols and brushes aside our attempts at rationalizing. In a most invigorating manner he takes us from personality problems, through friendships, to the depths of prayer, the sacraments, and the place of the cross in our lives. He gives youth motives for sacrificing mind and heart and body for the most worthy of all causes—the love of God. Cardinal Saliege was speaking to his own people in his book *Who Shall Bear the Flame?* but the question is directed to every lay apostle. Here one perceives Christianity not only as a militant, unifying force but as a light to enlighten the way, as a call to unity among all men, and as the road to Calvary along which we must bear the cross with Christ.

Such books as those mentioned pro-

vide the meat we should be giving our juniors and seniors. They do not want watered down Christianity when they have within them the thirst for the Infinite. And even though the majority cannot take it, we must not refuse the few. Only a small percentage of our students will go to college and of these how few to a Catholic college. They must be prepared as they leave high school to face the world with Christ and for Christ. Many will be married within a year or two of graduation and yet we treat them as most immature. Why are we afraid to place the more serious books into their hands? Our Catholic authors are giving a true picture of life the proper evaluation of life's gifts and struggles. We want our graduates to have a total Catholic outlook on life and as Frank Sheed says in *Theology and Sanity* "to see the universe aright, we must see it God-bathed."

Books About Our Lady

Since Christ came to us through Mary, we should not expect to bring Him to others except through Mary. Throughout history we can point to characters whose lives have been influenced by reading and our Lady is one of these. Her Magnificat is the outpouring of a soul that has been steeped in the prayerful reading of the Scriptures. It is almost a summary of the social program as given by Christ in the Beatitudes. Her eyes were fixed on God in complete detachment and poverty of spirit; she speaks of the humble, the meek, of the mercy of God, of the little ones or the pure of heart, of the hungry. She considered the same social problems as the encyclicals outline for us. Such books as *Mary in Our Soul Life*, *The Presence of Mary*, *The World's First Love*, and *Our Lady in Our Life* shows students the place of the Blessed Virgin in their lives and in their apostolic work.

The Social Apostolate

It is impossible to consider the lay apostle without including some of the works of the apostolate. This is not a consideration of philanthropy in its modern connotation but of the social spirit of Christ on which the only true social order can be based. Christ enunciated His social program in the beatitudes. Most of our students could recite these but it is books that dramatize and animate these truths for them.

"Poor in spirit" in the midst of our

modern materialism is a hard saying, but who does not thrill to the spirit of lives such as St. Francis of Assisi, St. Clare, and Mother Seton as well as Dorothy Day and Peter Maurin.

Most high school youngsters have not tasted deeply enough of sorrow to comprehend "Blessed are they that mourn" but they can understand compassion for the suffering of mankind as depicted in *A Saint in the Slave Trade*, *Sorrow Built a Bridge*, or *The Apostle of Charity*, and it is such reading that will give them a "Catholic" heart which is universal in its embrace of mankind.

Here is a clear call to the apostolate: "Blessed are they that hunger and thirst after justice." This thirst becomes an actuality in such books as *The House of Hospitality*, *Beloved Outcast*, *Brothers Under the Skin*, and *Society and Sanity*. Father Keller has placed great emphasis on the responsibility of each individual in his books *You Can Change the World*, *Government Is Your Business*, and *Careers That Change Your World*. Students must be guided to study and understand the modern application of the beatitudes in the encyclicals.

"Blessed are the merciful" was meant not only for those who forgive but for those merciful to the sick and lonely, to the unwanted ones of the world. *Damien the Leper* is bound to increase one's love for suffering souls. John Bosco, Camillus de Lellis, Mother Cabrini, all have shown Christlike mercy in their lives. The deep spirituality of "Blessed are the clean of heart" is essential to every apostle. The heart attached to Christ radiates its influence and we feel this radiation as we read the *Autobiography* or the *Letters of the Little Flower* and as we follow the life of the Curé of Ars or of Charles De Foucauld as he adores his Lord in the silence of the desert.

Discuss Books With Students

Let us talk about books to students. It isn't beneath a teacher to discuss a book with a student and it gives the younger person a feeling of importance; it makes him realize that someone is interested in him. It gives him a grown-up feeling which he prizes if he is reading a book which Father, Brother, or Sister read and liked. Father Thornton compares book lists to the planting of seeds in a garden. These lists should be comparatively short and are more effective if they are distributed three or four

times a year rather than in one lengthy list. Because of most student's natural aversion to school, a list prepared by the library, Sodality, or some other organization is better than one distributed in an English or religion class. It is one thing to mention a book to a girl or boy but it is an entirely different approach to offer a book if this is possible. If students talk to teachers about books, they will gradually form the habit of talking about books and that is one of our aims since students are our best salesmen if they like a book.

In our work as teachers, as in any form of the apostolate, there is nothing

to compare with personal contact. If we would select a few students, preferably sophomores, without their realizing that they are being singled out, and guide and direct their reading, we would have an influential group among our students, and by the time these picked ones reach their senior year, they will be reading Catholic books which will make them truly apostolic. It takes time and there must be a constant follow-up; the approach must be casual and we must realize that the advance in reading tastes is slow. There must be a planned program from the light fiction and biography to the more thought

provoking; then to the essay and the truly spiritual books. Frequently it will depend upon our approach whether a student will be turned from all this because he is given something too difficult to digest, because he has not been educated gradually enough to the heights. And this is our work as Catholic teachers or librarians: to choose for ourselves and for our students the books that will deepen our response to life, books that will satisfy our thirst for truth; books that will make us fall in love with God; books that will be our constant companions, leading all of us to Christ Himself.

What Magazines for the Catholic High School?

In case of fire, throw out the magazines but let the books burn! This somewhat apocryphal statement has been attributed to a prominent American librarian and the point is well made. Magazines should have top priority in our school library selection. They constitute the source of our latest information on many timely subjects, especially in the social studies (300's) and in the sciences (500's). If we realize that book publication may involve an interval of 10 or 12 or even more months, the material may be out-of-date before it sees the shelves of our libraries. In a periodical, especially a weekly, we can keep abreast of current developments in government, inventions, discoveries, international relations, and the like. This same argument is valid also for the inclusion of local, national, and Catholic newspapers. Another reason for emphasizing magazines is that they supply curricular material at a comparatively low cost, provide a great deal of short, concise, and easily read literature, and have a popular appeal. The book allergic boy will not prove as resistant to *Popular Mechanics*.

Standards for Selection

Underlying some of the difficulties encountered in this area is a lack of a yardstick for measuring the value of specific titles. With approximately 5000 magazines, including 435 Catholic titles, a librarian needs to exercise a high degree of skill in the selection process. Also magazines

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are often similar in content, continually changing within a pattern of interests, and have a peculiar reader loyalty not found in the book world. A particular obligation rests upon the Catholic school to present religious periodicals because the average Catholic home does not subscribe to Catholic publications beyond the diocesan paper. There is a set of fairly well-accepted and defined criteria for magazine selection. Martin¹ lists them as follows: publisher, character and policy, editor, contributors, mergers, date of founding, circulation, price, advertising, physical make-up, reading level.

To these may be added various statements by accrediting agencies. The Co-operative Study of Secondary School Standards in its *Evaluative Criteria*, Form F² mentions the provisions for adolescent boy and girl interests, a variety of subjects, different editorial points of view, presence on standard lists as the one found in the *Standard Catalog for High School Libraries*, indexed in the *Abridged Readers*

Guide to Periodical Literature, and representation of some 17 areas as arts, science, religion, and sports. In other statements we find reference made to magazines for reference, research, cultural, and inspirational reading.

Objective standards are also to be found. The unofficial standards of the American Library Association as found in *School Libraries for Today and Tomorrow*³ state that "A high school with an enrollment of two hundred students should have from fifteen to twenty-five magazines. As the enrollment increases, the number of subscriptions should be proportionately increased." This is a minimum program and would add a local and national newspaper. The regional standards as summarized in *A Planning Guide for the High School Library Program*⁴ and in the recent Office of Education bulletin *School Library Standards, 1954*⁵ which also include state standards, state the following:

Northwest Association of Secondary and Higher Schools: 100 or fewer pupils, 5-10 periodicals; 100-300 pupils, 10-20 periodicals; 300-500 pupils, 15-30 periodicals; 500 upward, 20-40 periodicals.

¹American Library Association, Committee on Post-War Planning, *School Libraries for Today and Tomorrow* (Chicago: The Association, 1945), 43 pp.

²Henne, Frances, et al., *A Planning Guide for the High School Library Program* (Chicago: American Library Association, 1951), 140 pp.

³Beust, Nora E., *School Library Standards, 1954* (U. S. Dept. of Health, Education and Welfare Bul. 1954, No. 15) (Washington, D. C.: Supt. of Doc., 1954), 43 pp.

¹Martin, Laura K., *Magazines for School Libraries* (New York: Wilson, 1946), 206 pp.

²Cooperative Study of Secondary School Standards, *Evaluative Criteria, 1950* (Washington, D. C.: The Study, 1950), 305 pp.

TABLE I. Periodicals for the Catholic Secondary School

Rank	Title	Abr. R.G.	St. Cat.	C.P.I.	C.S. List*
1	Catholic Digest			x	x
2	Sign			x	x
3	America	x		x	x
4	National Geographic	x	x		
5	Newsweek	x	x		
6	Catholic School Journal			x	x
7	Reader's Digest	x	x		
8	Books on Trial			x	x
9	Catholic World			x	x
10	Queens Work			x	x
11	Maryknoll (Field Afar)				x
12	Wilson Library Bulletin	x	x		
13	Catholic Educational Review			x	
14	Nature Magazine	x	x		
15	Jubilee				
16	Today			x	x
17	Worship			x	x
18	Shield				x
19	Science Counselor			x	x
20	Today's Health	x	x		
21	Etude		x		
22	Information				x
23	Harper	x	x		
24	Current History	x	x		
25	Life	x	x		
26	Scientific American	x	x		
27	Atlantic	x	x		
28	School Arts	x	x		
29	Seventeen			x	
30	Plays			x	
31	Outdoor Life		x		
32	Flying	x	x		
33	Congressional Digest		x		
34	Literary Cavalcade		x		
35	Science Newsletter	x	x		
36	Time	x	x		
37	U. S. News and World Report	x	x		
38	Athletic Journal		x		
39	Travel		x		
40	Science Digest	x	x		
41	Best Sellers			x	x
42	Commonweal			x	x
43	Catholic Educator			x	x
44	Hobbies	x			
45	Occupations		x		
46	Today's Secretary		x		
47	Saturday Evening Post	x	x		
48	Business Education World		x		
49	American Artist		x		
50	Library Journal				
Boys					
	Catholic Boy				x
	Boys' Life			x	
	Popular Mechanics	x	x		
Girls					
	Catholic Miss				x
	Better Homes & Gardens	x	x		
	Good Housekeeping	x	x		

* Abbreviations: Abr. R.G. is *Abridged Readers' Guide to Periodical Literature*; St. Cat. is the *Alphabetical Magazine List in Wilson's Standard Catalog for High School Libraries*, 6th ed., 1952; C.P.I. is the *Catholic Periodical Index*; C.S. List is *Sister M. Agnese's Catholic Magazine List in Wilson's Standard Catalog for High School Libraries, Catholic Supplement*, 6th ed., 1952.

TABLE II. Subject Groupings of Periodicals for Catholic Secondary Schools

(P — Preferred status; C — Catholic publisher or content)

Art & Music	
School Arts (P)	
American Artist	
Etude (P)	
Current Events	
America (C) (P) (or Commonweal)	
Congressional Digest (P)	
Current History (P)	
Life (P) Restricted to vertical file use	
National Geographic (P) (or Travel)	
Newsweek (P) (or Time)	
Sign (C) (P)	
U. S. News and World Report	
Literature	
Catholic Digest (C) (P)	
Catholic World (C) (P)	
Harpers (P) (or Atlantic [P])	
Literary Cavalcade	
Plays (P)	
Reader's Digest (P)	
Physical Education	
Athletic Journal	
Today's Health (P)	
Outdoor Life	
Professional	
Books on Trial (C) (P) (or Best Sellers)	
Catholic Educational Review (C) (P) (or Catholic Educator)	
Catholic School Journal (C) (P)	
Library Journal	
Wilson Library Bulletin (P)	
Recreational	
Catholic Boy (C) (P) (or Boys' Life [P])	
Catholic Miss (C) (P)	
Hobbies	
Saturday Evening Post	
Seventeen (P)	
Religion	
Queen's Work (C) (P)	
Information (C) (P)	
Jubilee (C) (P)	
Maryknoll (C) (P)	
Shield (C) (P)	
Today (C) (P)	
Worship (C) (P)	
Science	
Nature Magazine (P)	
Science Counselor (C) (P)	
Science Digest	
Science Newsletter	
Scientific American (P)	
Vocational	
Better Homes & Gardens (P)	
Business Education World	
Flying	
Good Housekeeping (P)	
Occupations	
Popular Mechanics (P)	
Today's Secretary	

TABLE III. Analysis of Magazine Holdings of 37 Boys' Schools Affiliated With the Catholic University Committee on Affiliation and Extension 1954-55

Title	Number Reporting	Percentage	Evaluation*
Catholic Digest	31	84	4.55
National Geographic	31	84	4.32
Sign	31	84	4.1
America	31	84	3.51
Popular Mechanics	30	80	4.27
Newsweek	28	76	4.1
Reader's Digest	25	70	4.0
Catholic World	25	70	4.0
Catholic Boy	24	65.4	4.0
Catholic Educational Review	22	60	3.0
Catholic School Journal	21	56.7	3.3
Boys' Life	20	54	3.85
Books on Trial	20	54	3.0
Maryknoll	20	54	2.65
Catholic Library World	20	54	2.5
Jubilee	19	51.3	3.42
Nature Magazine	18	50	3.28
Worship	17	45.9	3.7
Shield	16	43.2	3.2
Wilson Library Bulletin	16	43.2	3.1
Scientific American	16	43.2	2.69
Life	14	38	2.57
Queens Work	14	38	2.3
Outdoor Life	13	35	4.0
Current History	12	32.4	3.33
Today	12	32.4	3.25
Atlantic	12	32.4	2.5
Flying	11	30	3.61
Harper	10	27	2.5
Today's Health	9	24.3	3.1
Etude	7	19	2.14
Science Counselor	7	19	2.0
Athletic Journal	6	16	3.5
Information	5	13.5	5.0
Congressional Digest	4	10.8	3.0
Travel	3	8	3.3
School Life	3	8	2.4
Hobbies	2	5.4	4.0
Catholic Miss	2	5.4	2.0
Seventeen	1	3	5.0
Better Homes & Gardens	1	3	3.0
Literary Cavalcade	1	3	2.0
Occupations	1	3	1.0
School Review	1	3	1.0

*Evaluation: An evaluation of from 1 to 5 was given, based upon how well the magazine meets the needs of the school. (1) indicates little value and (5) maximum value.

NOTE: Of the other 126 magazines listed by the participating schools, not one received more than 4 mentions by boys' schools or more than a percentage of 10.8 which is felt to be of too little value for consideration.

North Central Association of Colleges and Secondary Schools: No objective statement but follows generally the A.L.A. recommendations.

Southern Association of Colleges and Secondary Schools: Uses A.L.A.

The various states in their requirements do not exceed those mentioned above and

TABLE IV. Analysis of Magazine Holdings of 90 Girls' Schools Surveyed by the Catholic University Committee on Affiliation and Extension 1954-55

Title	Number Reporting	Percentage	Evaluation*
Catholic Digest	90	100	4.7
Sign	85	94.4	4.3
Catholic School Journal	79	87.7	4.4
America	79	87.7	4.3
National Geographic	72	80	4.2
Newsweek	71	78.8	4.6
Books on Trial	71	78.8	4.4
Queens Work	67	74.4	3.5
Reader's Digest	66	73.3	4.2
Catholic World	65	72.2	4.1
Wilson Library Bulletin	61	67.7	3.3
Catholic Library World	60	66.6	3.4
Catholic Educational			
Review	59	65.5	4
Maryknoll	56	62.2	3
Catholic Miss	52	57.7	4.1
Today	48	53.3	4
Etude	48	53.3	3.21
Worship	45	50	3.5
Jubilee	42	46.6	4
Nature	39	43.3	3.8
Science Counselor	38	42.2	3.4
Today's Health	36	40	3.6
Shield	35	38.8	4
Information	33	36.6	3.7
Better Homes & Gardens	33	36.8	3.63
Good Housekeeping	26	29	3.5
Current History	25	27.7	3.52
Life	23	25.5	2.61
School Arts	21	23.3	3.4
Atlantic	19	21.1	3.11
Seventeen	16	17.7	4
School Life	15	16.6	3
Plays	14	15.5	4
Harpers	12	13.3	2
Literary Cavalcade	11	12.2	4
Congressional Digest	11	12.2	3
School Review	7	7.7	3.3
Scientific American	6	6.6	4
Catholic Boy	3	3.3	3.7
Hobbies	3	3.3	3
Travel	3	3.3	2.7
Popular Mechanics	3	3.3	1.66
Occupations	2	2.2	4
Outdoor Life	1	1.1	4
Boys' Life	1	1.1	2
Athletic Journal	1	1.1	2
Flying	1	1.1	1
National 4-H News	1	1.1	1

*Evaluation: An evaluation of from 1 to 5 was given, based upon how well the magazine meets the needs of the school. (1) indicates little value and (5) maximum value.

NOTE: Three other magazines of the additional 129 titles mentioned, score over 10%: *Science Newsletter*, 14.4% — 4.3; *U. S. News*, 13.3% — 4.4; and *Time*, 11.1% — 4. These should be added when checking a magazine collection in a girl's school.

TABLE V. Analysis of Magazine Holdings of 45 Co-educational Schools Surveyed by the Catholic University Committee on Affiliation & Extension 1954-55

Title	Number Reporting	Percentage	Evaluation*
Catholic Digest	42	93.3	4.5
Sign	39	86.6	4
Catholic School Journal	38	84.4	4
Newsweek	37	82.2	4.4
America	34	75.5	4.2
Queens Work	33	73.3	4.5
Maryknoll	33	73.3	3.2
Reader's Digest	30	66.6	3.6
National Geographic	29	64.4	4.4
Books on Trial	29	64.4	4.2
Catholic Miss	26	57.7	4.4
Wilson Library Bulletin	26	57.7	3.3
Nature	23	51	3.9
Science Counselor	23	51	3.8
Catholic Boy	22	48.8	4.3
Catholic World	21	46.6	3.8
Popular Mechanics	20	44.4	4.3
Catholic Educational			
Review	20	44.4	4.3
Better Homes & Gardens	19	42.2	4.4
Today's Health	19	42.2	3.5
Today	17	37.7	4.2
Jubilee	17	37.7	4
Information	16	35.5	4
Catholic Library World	15	33.3	3.6
Shield	14	31.7	4.6
Boys' Life	13	30	3.6
Plays	13	30	2.85
Worship	12	26.6	4
Etude	12	26.6	3.75
Good Housekeeping	11	24.4	3.77
School Arts	10	22.2	4.1
Seventeen	10	22.2	4
Scientific American	9	20	3.66
Current History	8	18	4.1
Outdoor Life	8	18	3.5
Flying	8	18	2.75
Literary Cavalcade	7	15.5	4.1
Life	7	15.5	3.43
Athletic Journal	7	15.5	3.14
School Life	7	15.5	3.1
Travel	5	11.1	3
Atlantic	4	9	3.5
Occupations	4	9	1
Congressional Digest	3	7	3.33
Harpers	3	7	3
Hobbies	3	7	2.66
School Review	2	5	4.5
National 4-H News	2	5	2

*Evaluation: An evaluation of from 1 to 5 was given, based upon how well the magazine meets the needs of the school. (1)-indicates little value and (5) maximum value.

NOTE: Of the 129 additional titles given in the survey, these are mentioned by 10% or more of the co-educational schools: *Popular Science*, 13.4% — 4.5; *Science Newsletter*, 11.1% — 5; *U. S. News*, 11.1% — 4.

TABLE VI. Ranking of Top 15 Catholic Magazines in Various Studies

Title of Magazine	1940 Hurley	1943 C.U.A.	1944-55 Mallon	1948 Hurley	1954-55 Hurley
Catholic Digest	2	1	3	1	1
Sign	4	3	2	2	2
America	1	2	1	4	3
Catholic School Journal					
Journal	5	4	-	5	4
Books on Trial	-	-	-	-	5
Catholic World	3	5	5	6	6
Queens Work	6	6	4	3	7
Maryknoll	11	10	6	11	8
Catholic Educational					
Review	7	7	-	7	9
Jubilee	-	-	-	-	10
Today	-	-	-	-	11
Worship	10	11	8	9	12
Shield	9	9	7	8	13
Science Counselor	8	8	-	10	14

NOTE: If three titles on the 1954-55 list which are not to be found on the other previous lists, were to be omitted and thus provide for a comparative ranking of identical titles, the difference in rating would not be greater than two places. It is felt that this is evidence of the validity of the selections and their ranking in the present list.

zine holdings and interests. The most elaborate was probably that made by the Cooperative Study of Secondary School Standards prior to its 1940 edition of the *Evaluative Criteria*. In the Catholic field the following should be noted:

1940. In order to supplement the evaluated list of secular magazines in the 1940 edition of the *Evaluative Criteria*, the writer with the advice of Dr. Walter C. Eells, co-ordinator of the Co-operative Study, sent a check list of 33 Catholic magazine titles to 284 carefully selected Catholic secondary schools. Of this number, 153 or 54 per cent replied and the results appeared in an evaluated list published in the *Catholic Library World*, December, 1940.⁶ Fifteen of the titles on this list are to be found in the 1955 report.

1942. Sister Mary Annette, O.S.F., of Briar Cliff College, Sioux City, Iowa, made a study of the magazines in the private Catholic high schools in Illinois with 101 schools co-operating. In the *Catholic Library World*, January, 1943,⁷ she found agreement between her data and the 1940 study in seven of the top ten titles.

1943. Sister Anne Cawley, O.S.B., checked the magazine holdings of the schools affiliated with the Catholic University of America, giving the details of the study in the University's *Bulletin for*

it seems fair to conclude that there should be one periodical for each 15 children in the small school and one periodical for each 20 children in the large school. Such norms are recommended for use in Catho-

lic secondary schools, assuming always a basic collection of from 20 to 30 titles.

Various Surveys

Many studies have been made of maga-

⁶Hurley, Richard J., "The Catholic High School Catalog Gets Under Way," *Catholic Library World*, 12:79-85, (Dec., 1940).

⁷Mary Annette, Sister, "Magazines in the Private Catholic High School Libraries in Illinois," *Catholic Library World*, 14:104-109 ff. (Jan., 1943).



Upper sections of the reference room at the library of St. Joseph Academy, Titusville, Pa. Sister M. Bernadette of the Sisters of Mercy is the librarian.

Secondary Schools, April, 1943,⁸ and a summary in the *Catholic Educational Review*, October, 1944.⁹ She concluded, "Every title on the Hurley list was reported and 25 of the 33 which constitute the list are found in more than 10 per cent of the libraries."

1944-45. Father Wilfred M. Mallon, S.J., studied periodicals in boys high schools, including Catholic schools of which 27 were Jesuit. His report in the *School Review*, December, 1945,¹⁰ gave ratings for 25 Catholic titles along with numerous secular titles. Nine of these are to be found in the 1955 list.

1948. A revision was made by the writer of his 1940 report in anticipation of the 1950 edition of the *Evaluative Criteria* which dropped the rated list of magazines. The revised check list of 31 Catholic titles was sent to 400 Catholic high schools with a return by 205 schools or 50 per cent. Fifteen of these magazines are to be found in the 1955 list. Details of the study are presented in the *Catholic Library World*, May, 1948.¹¹

In Table VI of this study a comparison is given of the rankings of specific titles

in the research mentioned above. As noted at the bottom of this Table, if we omitted three new titles found in the 1954-55 list, which would permit the comparison of identical titles, there would not be a difference of more than two places. This seems to be satisfactory evidence that the latest ranked list of Catholic high school periodicals is a valid one.

The 1954-55 survey followed the procedure of the previous two made by the writer in sending a double post card containing a check list of 30 secular and 18 Catholic magazines with instructions for rating them. Of the 172 schools affiliated with the University and part of this study, 127 or 73 per cent returned their cards. Specifically a breakdown of the statistics shows 67 of 90 girls schools, 32 of 37 boys schools, and 28 of 45 coeducational schools. In addition to rating the magazines on the check list as to how well they met the needs of the schools with (1) indicating little value and (5) maximum value, the reporters wrote in 126 additional titles. In three instances the number of citations gave the added titles a rating higher than some in the check list—*Time*, *Science Newsletter*, and *U. S. News and World Report*. The analysis of these ratings are given in Tables III, IV, and V for boys, girls, and coed schools respectively.

Tables I and II are of major interest, however. In Table I we find those periodicals recommended for purchase by Catholic secondary school libraries. The first thirty

are considered basic and based upon a total rating by the three types of schools included in the survey. The ranking is predicated upon the number reporting and the evaluation of use. Magazines purchased by the majority of schools and valued highly are presumed to be definitely preferred. To provide for the special interests of boys and girls, three additional titles in each category were recommended, to be ranked among the first thirty in importance. However, when one begins to set up subject groups which will provide adequate coverage for the various needs of the curriculum, it was found that other titles needed to be added. This is the familiar situation of inventoring what is done rather than what should be done. In a few instances it was found necessary to include a title which had been mentioned by only one or two schools. This accounts for the second set of twenty titles. This list cannot be blindly used by all schools, as each must purchase materials to further its special objectives. A rural school would want the *National 4-H News*. As further evidence of the desirability of a title, the Table (II) gives information of its being indexed in either the *Abridged Readers Guide to Periodical Literature* or the *Catholic Periodical Index*, and its mention on two standard lists in the *Standard Catalog for High School Libraries*, 1952, and the *Catholic Supplement* to this.

Table II presents the subject groupings of these 56 magazines with an indication of their preferred status (mention in the top thirty titles in Table I) and if they are Catholic in content and/or by Catholic publishers. Alternative titles are given in a few instances and *Life* magazine is noted as being intended for vertical file purposes.

Every school should check its magazine holdings against Tables I and II primarily, and come to some critical evaluation of this very important type of library materials.

THE STATE AND RELIGION

Attorney General Herbert Brownell, Jr., said in an address at the June commencement of the University of Notre Dame that, although our government is forbidden to "meddle" in religion, the U. S. Constitution does not require that the state and religion be alien to each other.

"We have learned," he said, "from other countries how contagious are the corroding effects of religious intolerance. We have also learned from experience in totalitarian countries that when a nation becomes contemptuous to religion and the rights of man, it is not long before all freedom is lost."

⁸Cawley, Sister Anne, "Current Periodicals in the Catholic Secondary School," *C.U.A. Bulletin for Secondary Schools*, Ser. 5, No. 4 (Apr., 1943).

⁹*Ibid.*, *Catholic Educational Review*, 48:481-485, (Oct., 1944).

¹⁰Mallon, Wilfred M., "High School Periodicals," *The School Review*, 53:601-609 (Dec., 1945).

¹¹Hurley, Richard J., "A Revised Rating Scale for Catholic High School Magazines," *Catholic Library World*, 19:252-255 ff (May, 1948).

The School Library Budget

Standards for state accreditation of high schools in 37 states have specific requirements for the school library; those of four states include incidental reference to libraries. Thus, 41 states focus attention in varying degrees on the school library.

Criteria by which the effectiveness of the school library is measured embrace seven major areas: (1) size and location of the room, (2) equipment, (3) minimum number of volumes, and other materials which should be available, (4) minimum annual appropriation for replenishing books and library materials, (5) organization, (6) program of library service, and (7) personnel. The yardsticks for measuring library effectiveness in any one state may include as many of six or more of these criteria or as few as two of them.

No administrator denies the importance of the school library. The importance of library standards in achieving and maintaining state accreditation and securing approval and recognition from regional accrediting agencies effectively establishes the priority of this vital school service. However, lip service to the importance of school library services has proved an inadequate basis for evaluation. An examination of many secondary school libraries in both public and private schools gives evidence that the library is financially neglected. A better measure of the real importance attached to the school library by school administrators is reflected in their provision for the library in the school budget.

Determining the Budget

What guides are open to a school administrator for determining the adequacy of the sum allotted to the library? Three possible alternatives are immediately evident: (1) minimum allocations required by the state, (2) minimum recommendations of other agencies, especially the national standards sponsored by the American Library Association, or the standards established by regional accrediting associations, and (3) a plan tailored for the individual school that blends the minimum state requirements and the recommended minimums of the national and regional agencies.

Brother Leo V. Ryan, C.S.V.

School of Commerce and Finance
St. Louis University

Budget allocations are always specified in terms of per pupil allowances. Budgets will vary year to year according to different situations. Per pupil expenditures in schools organizing a new library will exceed those in schools supporting existing library facilities. Small schools will have heavier per pupil expenditures than larger schools, since minimum book collections, library tools, and materials are essential for any library regardless of the size of the school.

State Requirements

Thirty states require a minimum appropriation per pupil per year, or in some instances a flat sum. Typical of the varying requirements are the following: Maine provides that "the annual expenditure for the library shall be \$1.50 per pupil enrolled, but not less than \$75 for any school." Indiana requires a minimum of 75 cents per pupil in a certified school; \$1 in a continuous-commissioned school; \$1.25 in a first-class commissioned school; and \$1.75 in a special first-class commissioned school. North Carolina requires an average of 50 cents per pupil, but recommends \$1.50 to \$2. Nebraska permits a minimum annual appropriation in each high school of \$200; it sets as a guide \$1 per pupil in class A schools enrolling fewer than 500 pupils and 75 cents in larger schools.

Illinois requires at least \$1 per capita for books only; \$1.50 is termed "reasonable" and \$2 is the ideal suggested. The Illinois department of public instruction uses a sliding scale and bases recommendations on total school enrollment. In Illinois high schools of less than 100 the library is expected to have \$2 per pupil for books, periodicals, exclusive of salaries, encyclopedias, and unabridged dictionaries. In very small high schools even this amount is inadequate. Illinois high schools ranging from 100 to 200 pupils, and

200 to 500 are gauged at \$1 per pupil allowances.

Each administrator must become familiar with the minimum appropriations required by the state department. The librarians know, and the superintendents and principals must realize, that the minimum required funds provide only minimum library services.

Association Requirements

The recommendations of various associations are a more adequate determination of effectiveness of the school library. Recommendations in this category are advocated on a national basis by the American Library Association, and on a regional basis by accrediting agencies, i.e., North Central Association, Northwest Association, or Southern Association. Recommendations of all these groups are based on total school enrollments.

North Central recommends the following scale of annual appropriations as a guide in budget planning: "Schools with an enrollment of 1000 or more pupils expend approximately 50 cents per pupil. Schools with an enrollment of 500 to 999 pupils expend approximately 75 cents per pupil. Schools with an enrollment of 200 to 499 pupils expend approximately \$1 per pupil. Schools with an enrollment of less than 200 pupils expend not less than \$200."¹

The Northwest Association of Secondary and Higher Schools requires \$1 per pupil or \$750 per school, whichever is greater, in schools with an enrollment of more than 500. Schools enrolling 200 to 500 must have an annual appropriation of \$1.50 per pupil. Small high schools (200 or less) require a \$300 annual budget.²

The Southern Association of Colleges and Secondary Schools specifies that the budget will cover "the following items: books, periodicals, other materials, supplies, binding, miscellaneous. Any funds provided for the purchase of expensive audio-visual materials, such as maps, globes, and films, shall be outside the

¹North Central Association of Colleges and Secondary Schools, *Policies, Regulations and Criteria for the Approval of Secondary Schools* (1950-51), pp. 13-15.

²Northwest Association of Secondary and Higher Schools, *Manual of Accrediting Secondary Schools* (Revised, 1950), p. 5.

library budget as herein set up."³ The Southern Association then specifies the desired annual appropriations: enrollment of more than 1000, an annual allocation of \$1,125, plus 75 cents for each pupil in excess of an enrollment of 1000. Schools with enrollment of 501 to 1000, will have an annual budget of \$625 plus \$1 per year for each pupil in excess of an enrollment of 500. High schools with fewer than 500 pupils are required to allow \$1.25 per pupil per year for "books, periodicals, other materials, binding, and supplies, including printed catalog cards."

In 1949, the American Library Association Committee on Post-War Planning of the American Library Association Division of Libraries for Children and Young People and its section the American Association for School Librarians published a "Summary of Quantitative Standards Suggested for School Libraries" in their report, *School Libraries for Today and Tomorrow: Functions and Standards*. A table summarizing personnel requirements, reading room, and library book collection data and budget recommendations is presented here with the permission of the American Library Association. Recommendations of this nature are invaluable guides in establishing desirable goals of school library effectiveness. These objectives are essential forerunners of proper budgeting. Note that the ALA specifies a minimum book budget of \$1.50 per pupil. The same committee recommended \$2.25 for "reasonably good service" and \$3 per capita for "superior service." Superior service includes magazines, binding, and similar supplies, but not expensive items such as audio-visual materials, encyclopedias, and unabridged dictionaries.

The Intermediate Approach

The third possibility in determining an adequate library budget represents a blend of the two preceding standards. This is a typical private secondary school approach to the library budget. School administrators recognize the limitations of the minimum allowances and frequently find that they are unable to achieve the ideal goals offered by other groups. The combination of the required minimum and recommended ideals reflects a high degree of subjectivity. The general financial structure of the school may be the chief factor in molding the attitude of the school administrator, or at least in limiting the possibility of achieving the high level of library effectiveness desired by the administration.

³Southern Association of Colleges and Secondary Schools, *Constitution and Standards of the Southern Association of Colleges and Secondary Schools*, p. 27.

Once the possibilities have been surveyed and a plan selected that best serves to yield a satisfactory standard of library service in a given situation, the administrator, especially in the private secondary school, must face the problem: From what sources can we derive these necessary funds?

Since tax funds are not available, the private school budget depends essentially on tuition and fees. Based on anticipated enrollment, revenues are projected for the succeeding fiscal year. Fixed cost factors are immediately deducted—often depleting the level of available funds. The library needs should be ascertained jointly by the librarian and the school principal, and should be included as one of the fixed cost items of school operation, using the state minimum, association recommendations, or some intermediate plan. The operation of the school library is a phase of the school program the costs of which should be levied against the educational section of the total school budget.

If the budget allocation is determined on the basis of the anticipated discretionary funds, i.e., money remaining after all fixed operating costs of the school have been covered, the remaining funds are usually small, and the demands great. The tendency in such a situation is to cover as many demands as possible with the remaining funds. The library budget suffers in such cases. Many small schools attempt to finance the library on the basis of an allocation to the library account of some dollar amount which remains in the general funds of the school at the end of the fiscal year. Unfortunately, there are usually no funds remaining, and the librarian is expected to be placated by a simple promise that next year surely there will be funds available. In discussing library budgets such a consideration should not even be mentioned, but unfortunately situations of this nature do exist. The lack of budgetary consistency and foresight in such cases soon becomes evident in the declining effectiveness of the services provided by the school library. The inclusion of an allocation for the library among the fixed expenses of the school will avoid the undesirable effects of this uncertainty.

Some schools hope to reduce this problem by the levy of a library fee. Sometimes the fee is separate and computed at registration; in other cases the fee is incorporated into a general student activity fee. While the result provides a sum for library expenditures, the procedure is the least desirable. Circumstances may dictate the necessity of this procedure; if so, every assurance must be provided in the accounting of funds to insure the

allocation of the fees to the library account, as a specific accounting entry, not as a portion of the general unclassified funds of the school.

The school administrator confronted with the impossibility of adequately handling the library budget may be interested in some suggestions which have helped to relieve similar difficulties in other small secondary schools.

If the school librarian presents a detailed breakdown of the requested budget, the details center essentially around the purchase of new and replacement volumes, periodicals, reference materials, and non-book materials. Ten per cent of the budget is recommended for magazines and newspaper subscriptions. Encyclopedias should be purchased at least every five years; atlases, dictionaries, globes, and maps are essential reference tools, but need not be purchased as frequently. Specific reference areas may be weak in a particular school and these collections should be augmented on a rotating program.

A Necessary Budget Item

The book purchase allowance plus an appropriation for incidental library operating supplies should be provided from the general educational funds of the school. Other methods may be employed to supplement the library budget. PTA groups, Booster Clubs, Mothers Guild and/or Fathers Club, are interested, or can be interested, in every phase of the school program. Too frequently these groups devote a disproportionate amount of time and funds to a specific phase of the school program. Where the sponsoring group has been organized to achieve a single goal, i.e., support athletics, or the band, this emphasis can be understood. But today parent groups usually are organized on a broader basis embracing every aspect of the educational program.

Donations in the form of specific library gifts should be encouraged. One group could underwrite acquisition of encyclopedias and major reference volumes. The library display case, charging desk, pegboards, magazine racks, and similar items of equipment are legitimate objects for gifts from interested individuals, graduating classes, and parent groups. Mothers enjoy contributing time and are usually willing to sponsor some social activity to underwrite drapes or Venetian blinds for the library, or new lighting fixtures. On major equipment items a small metal tab indicating the donor group acknowledges the gift, creates good will, and stimulates additional donations.

The school library should consider having a local printer design an attractive

SUMMARY OF QUANTITATIVE STANDARDS SUGGESTED FOR SCHOOL LIBRARIES¹

General

Personnel: 1 full-time librarian with college year of library training to serve up to 500 pupils and 1 for each additional 500 pupils. 1 clerical assistant to serve up to 1000 pupils and 1 for each additional 1000 pupils.

Collection: Books, periodicals, information file, and audio-visual materials organized for service.

Library Quarters: Reading room, workroom, and storage as minimum, with conference room recommended.

Size of School				Library Personnel		Library Reading Rooms ²		Library Book Collection		
Enrollment	Trained Librarian	Clerical	Floor Space per Reader	Minimum Seating Capacity	Number Reading Rooms	Minimum Number Titles	Minimum Number Volumes	Book Budget per Pupil		
200	1	Part-time	25 sq. ft.	Largest class Group plus 20 ³	1	1,700	2,000	\$1.50		
500	1	1	25 sq. ft.	75	1	3,500	5,000	\$1.50		
1,000	2	1	25 sq. ft.	100	1	5,000	7,000	\$1.50		
2,000	4	2	25 sq. ft.	200	2	6,000	10,000	\$1.50		
3,000	6	3	25 sq. ft.	300	3	7,000	12,000	\$1.50		
5,000	10	5	25 sq. ft.	500	5	8,000	15,000	\$1.50		

¹American Library Association, American Association of School Librarians, *School Libraries for Today and Tomorrow: Functions and Standards* (Chicago: American Library Association, 1945), p. 41.

²When library space is also used as study space, at least double the number of rooms and double seating capacity, as well as additional professional library personnel, are essential.

³For large elementary schools multiply this by the number of class groups to use the room at one time.

bookplate, which can be used in noting book gifts. The bookplate designates the donating group or the memorial offering and can be affixed to each volume. Study clubs, the school Sodality, student clubs, business groups frequently desire to add a volume in their related fields to an existing book collection or to begin a new collection in some specific area of student interest.

In the matter of auxiliary services provided by the library—pamphlet collections on guidance topics, slides, film strips, films, tape recordings, phonograph records of dramatic presentations, famous speeches, or classical music—school related groups are usually willing and anxious to aid in acquiring those instructional materials which are needed and will be utilized effectively in the educational program, either by individuals or on a classroom basis.

Several cautions are important in this matter. The books donated, library equipment and nonbook materials selected, should be determined by the mutual cooperation of the group sponsoring the purchase, the principal, and the librarian. The necessary items, in the quantity and quality desired or necessary more readily result when this co-operative spirit dominates. Tensions are not created nor does embarrassment arise over some inappropriate or useless donation. The librarian should work through the principal in these matters, since the school related groups are often asked to support other undertakings within the school as well; the principal must maintain the balance between these demands and the real purpose of the organizations from whom support is being requested.

The ideal procedure in gifts of this nature consists in having the group donate the dollar sum to the school and the school proceeds to purchase the necessary materials. This may be done by a simple transfer of the funds from the checking account of the sponsoring organization to the school. The school then dispenses the donation. The reason behind this transfer rests in the adequacy of accounting for later analysis of library allocations and expenditures. The income is recorded as gifts to the library fund. The expenditures are charged against the fund. The incorporation of this data into reports for accrediting agencies and the state department of public instruction is considerably simplified. A more accurate picture of income and expenditures for the library is thus reflected on the school accounts; the evidences of efforts to increase the level of effectiveness of the library service

are more tangible. The direct payment of bills by the sponsoring group leaves no record in the school accounts of their generosity, nor does it express the comprehensive picture of true operating costs.

These suggestions have proved helpful to a number of small secondary schools which were unable in many years to provide the minimum operating funds required by the state, or desired to achieve an upgrading of library services to approximate the goals established by private groups.

Remember, the importance of library services in the school program and then measure the strength of your convictions by the efforts expended to increase your library budget. Through the availability on a regular basis of adequate library funds each of the criteria by which good school libraries are judged will be strengthened and vitalized.

With a systematic approach to library budgeting, and the utilization of supplementary funds, the library will soon become the outstanding feature of your school.

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LIBRARY PATRON

St. Peter Canisius was chosen as patron saint of the Catholic Library Association at the meeting in Milwaukee, April 12-15, 1955. St. Peter Canisius is the sixteenth century Dutch Jesuit who defended the faith by writing.

A Delegate's Reflections on the White House Conference

What Should Our Schools Accomplish?

No one should conclude, on the basis of the brief and often hazy reports that came out of the recent White House Conference on Education, that no good was accomplished at that meeting of nearly 2000 educators and citizens. I was one of many delegates who objected vigorously to some of the Conference procedures, and, the round table where I sat for three days with ten other citizens sent a letter of formal protest to the Director of the Conference, Clint Pace.

Nevertheless, when I wearily left Washington after the hardest working meeting in my experience, I felt — and many other Catholic participants agreed — that the White House Conference provided the greatest single opportunity to date to get some sound thinking on the importance and the value of nonpublic schools over to hundreds of influential persons who had never before heard the Catholic view on education.

One of the Tables

This is mainly the tale of Round Table 118 and its views on Conference Topic I — "What Should Our Schools Accomplish?" Table 118 was one of 166 small groups of citizens who met to discuss the six topics proposed for consideration at the conference. Maybe Table 118 wasn't truly representative of the Conference, but it certainly was representative of the people. At this table were a PTA woman from Maryland, a Colored college president from Texas, a member of B'nai Brith's Anti-Defamation League from New Jersey, the educational counselor of the California Taxpayers' League, a first-grade teacher from South Bend, a public school principal from Erie, a bank president from Phoenix, a housewife from Lansing, a Protestant missionary who spent most of his life in Africa, and this reporter (there as a representative of the Catholic Press Association).

Before the Conference, each participant had been sent a mimeographed "Homework" book prepared by the six subcommittees of the Conference planning committee. In the "Homework" the major problems facing American schools (both public and nonpublic) were outlined and

Charles J. McNeill

President of the Catholic Press Association
General Manager of Geo. A. Pflaum, Publisher

the various opinions on how to solve those problems were presented. It was suggested that we study our "Homework" diligently and bring it with us to Washington for use as the basis of our discussions. The people at my table were much impressed with the quality and the fairness of the "Homework." Monsignor William E. McManus, assistant director of the education department of the National Catholic Welfare Conference, was a member of the subcommittee that prepared the homework on Topic I.

A Handicap to Discussion

It was a surprise to me when, at a meeting of the chairmen chosen to preside over the round tables at the first discussion session, it was announced that a set of questions on each topic would be placed on the tables at the beginning of each meeting. These questions were not available in advance, and it appears that neither the National Conference Committee nor the six subcommittees had prepared or approved them. The questions came, it seems, from "the Staff" as a last-minute effort to facilitate the progress of the meeting. Some participants felt that these questions represented a deliberate attempt to "rig" the conference and to control not only the discussions but also its final reports. I do not believe there is any substance to such charges of "rigging" the meeting.

At Table 118, we felt that the questions placed before us, though meant to be helpful, failed dismally in their purpose. At our first meeting, called to discuss Topic I — "What Should Our Schools Accomplish?" — we decided, as we were free to do, not to follow the questions proposed to us at the last minute but to set our own agenda and stick with the "Homework."

The "Homework" on Topic I considered in order the schools' responsibility in: The intellectual development of youth; training for good citizenship; occupational and

vocation training; the development of emotional maturity; the promotion of social adjustment and racial integration; the religious and spiritual development of the young; health and physical education. Running throughout the "Homework" was a thread of concern about the relationships of the school with such other institutions as the family, the Church, business, industry, labor, social agencies, the medical profession, and government at all levels. The discussion of the religious and spiritual development of the young got more attention in the "Homework" than any other of these subjects, but it was not even mentioned in the following questions which were placed on the tables to help us in our consideration of what the schools should accomplish.

"You, as participants, bring varied backgrounds and different kinds of experience to a discussion of the question, 'What Should Our Schools Accomplish?' Therefore, it will be helpful for you to start with first principles and then go on to more complex matters. The following questions, although they may seem elementary, are provided to help you to get the point quickly — and to stick to those things for which the schools are primarily responsible. It is only with that institution that our question is concerned.

"First: Local communities throughout the United States have inherited a commitment to provide a free opportunity to all for an education. Do we reaffirm this commitment made by our forefathers? If so, why?

"Second: If we have agreed on continuing the commitment, then what should every pupil learn in school?

"Third: Beyond this basic education which everyone should receive, can we list in order of their importance other things the schools should try to accomplish?

"Fourth: What other agreements can we reach in answering the question, 'What Should Our Schools Accomplish?'"

It's hard to get your teeth into questions like that, and at our table we didn't even try. When, as the Conference went on to other topics, we found that the questions continued to be confusing, if not confounding, we put our feelings in a letter



WHAT SHOULD OUR SCHOOLS ACCOMPLISH?—Six of the delegates at Table 118 during the White House Conference on Education are shown here in the midst of a discussion of the subject. Charles J. McNeill, general manager of Geo. A. Pflaum, Publisher, Inc., Dayton, Ohio, representing the Catholic Press Association (second from left) was leader of the group. Others at the table are: Daniel V. Skala (Erie, Pa.), Mrs. Marvin Tableman (Lansing, Mich.), Miss Helen Kuntz (South Bend, Ind.), E. Maxwell Benton (Los Angeles, Calif.), and Mrs. Walter E. Burkhardt (Towson, Md.).

to Mr. Pace. This letter, which I wrote and which six other persons at Table 118 signed, said:

"It was the strong feeling of Table 118 that the questions . . . were confused and confusing; that they tended not to facilitate but rather to impede intelligent discussion; and that they served to stultify much of the excellent study that went into our 'Homework'."

"Following my attendance at Chairman's Conference I-A [first of the chairmen's meetings that followed the initial round tables on Topic I], I recommended to Table 118 that, in dealing with subsequent topics, it confine its discussions, however reluctantly, to the list of questions brought to the table, lest our thinking be lost because of our departure from a pattern set by we know not whom but followed almost universally by other tables.

"We feel that the practical limitation of round-table discussions to the questions laid on the table has resulted in inferior final reports. We believe that our table's report on Topic I, which followed and answered the major questions raised in our 'Homework,' is a more sound, more complete, and more satisfactory answer to the question, 'What Should Our Schools Accomplish?' than is the final Conference report on Topic I."

We felt the same way about our reports on the other Topics discussed in Washington. We were sure that other tables also produced at the bottom level better reports than those issued by the Conference itself after all the initial results had gone through the procedural meat grinder.

Reports on Topic I

The final Conference report on Topic I

contained these statements of special interest to Catholic parents and educators:

"In groups where the private schools were discussed, there was a consensus that the right of the private school to exist, and of the right of parents to choose, and of children to attend, this is an accepted part of the American tradition of education. [*Sic*]. . . .

"It is the consensus of these groups that the schools should continue to develop . . . ethical behavior based on a sense of moral and spiritual values. . . .

"The school must accept responsibility in determining its place in working in cooperation with appropriate community institutions and agencies toward enriching the lives of its students. It must help them apply ethical values which will guide their moral judgments and their conduct, and to develop the recognition that these values stem from, among other sources, their spiritual and religious convictions."

Compare with those statements the following excerpt from the report of Table 118 on Topic I:

"Question — Granted that non-public schools have unquestioned freedom of action in this area, what—if anything—can the public school do about the religious and spiritual development of the young?

"Answer—A system of ethical values which will guide men in their moral judgments and control their conduct in society is fundamental to the ideas, ideals, attitudes, and habits necessary for right living in our American democratic society. In training the young for responsible citizenship, the school must provide students with the opportunity to acquire compelling convictions based on sound ethical prin-

ciples. Ethics finds its most solid basis in religion—in the recognition of the dependence of man the creature upon God the Creator, from whom flow the inalienable human rights referred to in the American Declaration of Independence and positively protected in the Bills of Rights of the Constitutions of the federal government and the 48 states.

"Though many Americans are convinced that religious instruction is an integral part of a child's regular school experience, the public school—supported by taxation—may not teach positive religion as such. It can, however, and should teach such basic moral and spiritual values as truthfulness, honesty, integrity, fair play, and regard for the rights of other persons in their beliefs.

"The public school should—out of its obligation to provide a broad general education—help pupils understand the role of religion in American and world history and in human affairs today. The very integrity of the public school demands that it deal with religion factually and fairly wherever religion is relevant to the understanding of regular school subjects. Indeed fair and right-minded men, devoted to truth, can expect such treatment of religion in the public school as a minimum in this area of education."

Here is the rest of Table 118's answer to "What Should Our Schools Accomplish?":

Question 1—What is the general objective of our schools?

Answer 1—The general objective of our schools is to provide that instruction and those experiences which will develop in all the young those skills, ideas, ideals, attitudes, and habits that are necessary for

right living in our American democratic society.

Certain basic skills and ideas are fundamental to successful living in our society—a command of our written and spoken language, a working knowledge of mathematics, an introduction to history, sociology, economics, and science. So are certain attitudes (zeal for one's rights as a human being and a citizen, respect for the rights of all other men, a keen sense of the duties and responsibilities of citizenship) and certain traits of character (truthfulness, self-reliance, honesty, justice, and charity).

Education at all levels has a role to play in the development of these skills, ideas, attitudes, and character traits. Elementary schools must give pupils the essential tools of language (reading, writing, spelling, and composition) and a command of simple arithmetic, plus social experiences that will lay the foundation for right mental and emotional attitudes and acceptable habits. Secondary and higher education must build on these foundations and provide the specialization needed in today's complex society—with emphasis on good human relations, foreign languages, international understanding, and science.

Question 2—How much intellectual development of the young should be attempted in our schools?

Answer 2—The first responsibility of education is the development of man's

intellectual powers. If man is to act according to reason, he must be trained in the use of reason so that he will develop right ideas, attitudes, and habits.

The development of the student's intellectual powers must not stop with training in the minimum skills necessary for life. It should attempt to arouse that intellectual curiosity which will lead to cultural development as well. Every student should be introduced to the beauties of literature, music, and art. For instance, it is not enough to give the student the simple skill of reading; the school must try to instill a desire to read widely and the will to read deeply.

Question 3—What should the school try to do in training young people for the responsibility of citizenship?

Answer 3—Training for alert, intelligent, articulate, and active citizenship is a primary function for the American school. This training should include instruction in the history of the American nation and the theory and practice of American government; the inalienable rights of man as a human being and the specific rights of the American citizen; the responsibilities of the citizen, with emphasis on respect for the law, for public officials, and for other citizens; and in the processes of democracy as practiced today in community, state, and nation. Mere instruction in this area will not suffice, for education in citizenship is acquired by living the life of a citizen. Thus the

school cannot be satisfied with teaching about citizenship; it must give the student opportunities for the practice of citizenship in real life situations.

Question 4—What is the place of occupational and vocational training in our schools?

Answer 4—The total curriculum should place primary emphasis on those subjects which everyone needs to study to acquire a broad general education. It should likewise include those subjects which will satisfy the special interests and the vocational requirements of the pupils.

Question 5—What should be the role of the school in the development of emotional maturity?

Answer 5—Special services should be provided for the gifted child, the slow learner, the mentally or physically handicapped, and the emotionally disturbed. The enormity and complexity of this problem requires co-operation of home, school, church, and other agencies. Schools should try, both in and out of the classroom, to help pupils understand their emotions and those of their fellow students and to learn to be wise in their social relations. One cannot separate the emotions from the intellect.

Question 6—What is the school's role in promoting social adjustment and racial integration?

Answer 6—The chief responsibility of the school in fostering social adjustment and in promoting racial integration is to provide an ordered and disciplined but free social situation in the classroom. Effective intellectual development and proper training in citizenship as outlined above will provide the attitudes and habits which alone can make it possible for man to live in peace and harmony with his fellow men. These attitudes and habits may be summed up in the phrase, "social justice," which is the right of every man regardless of his color.

Question and answer 7 quoted above.

Question 8—How much should the school try to do in the area of health and physical education?

Answer 8—The school has a proper concern with health and physical education, because physical health is desirable—if not essential—for the proper development of man's intellectual powers. Fundamental physiology and physical hygiene should be taught in every school. And every school should provide wholesome and hygienic surroundings for pupils and teachers. Such medical services as physical examinations, which are required to protect the general health of the school population and the community, should be



Delegate Chas. J. McNeill (left) takes time out between meetings to confer with Clint Pace (right), director of the Conference.

provided. Beyond this, the proper role of the school in this area is health education, not medical care. Sports and athletics are a legitimate part of the school's extra-curricular program, but they achieve their proper educational goal only if they contribute to the physical well-being of the entire student body.

Question 9—What is our responsibility to the adult seeking education in our community?

Answer 9—The schools have a responsibility to make available to adults opportunity to develop their skills, attitudes, and interests necessary for rightful living in a democratic society. There should be a minimum fee for adult educational classes except for classes in citizenship and Americanization.

Financing Our Schools

Except for the discussion of religious and spiritual training under Topic I, the chief area of interest for Catholics (as well as for most other delegates) was Topic V—"How Can We Finance Our Schools—Build and Operate Them?" It was in this discussion that the hot issue of federal aid to education arose.

The questions placed at the round tables for discussion of this topic included the following queries about federal aid:

"First: Do the states have sufficient financial resources to take care of the essential needs of schools? (a) All states? (b) Some states?

"Second: Should the federal government increase its financial participation in school support? If federal funds are provided should they be made available to all states, or only to the less wealthy states? For operation, for building construction, or for both? If federal funds are provided, should they be granted unconditionally? If not, what conditions should be established?"

Note that there is, in these questions, no mention of the possibility of federal grants for health, safety, or welfare services to school children. Note, too, that the question about support of nonpublic schools was completely separated—in the staff-prepared questions—from the section dealing with federal aid.

A Question of Personalities

There was a great outcry among Conference participants when they learned that the final report on the vital Topic V was being written by Mrs. Pearl A. Wanamaker, state superintendent of public instruction in Washington, and by Dr. Edgar Fuller, executive secretary of the Council of Chief State School Officers—two of the nation's most articulate proponents of federal aid for public schools.

How these two emerged from the 166 chairmen as the authors of the final conference report on school financing is a question that stirred up much bitter comment. But the "group dynamics" procedure makes it easy for the most articulate to rise to the top. Mrs. Wanamaker and Dr. Fuller are very articulate indeed, and they worked hard to get to the top. The Wanamaker-Fuller preparation of the report on federal aid was most responsible for the clamor that the professional educators had taken over what was supposed to be primarily a citizens' meeting.

The report delivered by Mrs. Wanamaker probably gave nonpublic schools a better break than might have been expected from these highly professional public school officials. Surely they were correct in reporting that the conferees favored greater participation of the Federal Government in the support of public education. Certainly, they were right in reporting that, among those approving federal aid, the great majority favored the use of federal funds for school construction and that sentiment on the use of federal funds for school operations was divided—almost evenly, they said. It is significant that the report said federal funds "should be granted only on the basis of demonstrated needs" and that "federal aid should never be permitted to become a deterrent to state and local initiative in education."

On the matter of nonpublic school support, Mrs. Wanamaker reported: "The groups that considered the question whether non-public schools have sufficient revenue to meet present and anticipated needs agreed that the non-public schools were probably having financial difficulties in meeting their needs." Many groups did not consider this question, because it came so late in the agenda.

Here are other excerpts from the report on Topic V with regard to non-public schools:

"While the participants recognized the right of parents to educate their children in non-public schools in accordance with American tradition, a large majority [how large, is not stated] of the participants did not favor the use of tax funds for support of non-public educational institutions. [Most conference delegates, including the many priests and Catholic laymen, knew very well that constitutional provisions prohibit such use of tax funds.]

"A small number of participants discussed the matter of health and welfare benefits to pupils of non-public schools. Among these participants there was considerable sentiment that such services should not be denied to these pupils."



Two of the Catholic delegates at the White House Conference. Rt. Rev. Msgr. E. J. Gosbel, diocesan supt. at Milwaukee and Chas. J. McNeill, genl. manager of the Geo. A. Pfau Co., are shown at the registration desk.

Public Services to Private School Pupils

What was said at the 165 other round tables with regard to auxiliary services for nonpublic school students, I don't know. But Table 118 took this very positive position:

If federal funds are made available to provide health, safety, and welfare services for American school children, those services should be provided to every American school pupil, whether he attends a public or a nonpublic school.

The final conference reports, distilled through a laborious and too hurried series of successive chairmen's meetings, did not accurately reflect the sympathetic consideration given at the round-table level to the importance of the nonpublic school as an integral part of the American educational system. Neither do they clearly record the sympathetic reaction of hundreds of delegates to the forceful but friendly presentation of Catholic educational thinking at the tables.

Getting Acquainted

Despite the disappointing character of the watered-down and washed-out reports, the case for Catholic education was greatly advanced at this meeting. Its impact on the thinking of many citizens and public school educators will be felt in communities all over the country. Just as many non-Catholic citizens got a new view of nonpublic education at this conference, so did many Catholic delegates get a clearer understanding of the problems of the public schools. And they have taken home with them a new interest in the state-supported schools which they help to finance.

Perhaps no problems were solved at the White House Conference, but its focusing of public attention of our schools will have a great impact on the future of education in this country. Education, both public and nonpublic, stands to benefit richly from the conference.

CATHOLIC SCHOOL JOURNAL

Editor

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AUXILIARY SERVICES TO NON-PUBLIC SCHOOLS

The "White House Committee" which recently conducted the "White House" Conference on Education should, after its review of local, regional, and state conferences, and the not too valuable reports of the "White House" conference itself, face definitely the issue whether all children are entitled to the auxiliary services furnished by public authority, no matter what school they attend.

The Bishops in their annual conference thus worded the principle:

"The students of these schools have the right to benefit from those measures, grants, or aids which are manifestly designed for the health, safety, and welfare of American youth, irrespective of the school attended."

What the educational conferences should settle are the policies or principles involved. The problem in its present form is concerned not with the education service, itself but with services auxiliary to it. These services should be specifically defined. The phrase which the Bishops used is rather broad, the

"health, safety, and welfare" of youth. Auxiliary services are generally understood to include transportation to schools. The term has included health inspection and health services from public health authorities. In some states it has included textbooks on secular subjects. In a report in 1939 the Educational Policies Commission published a report on Social Services and the Schools, which recommended the creation of a "public education authority" which would directly control public educational, library, and recreational facilities and would have its "finger in the pie" of welfare and health services. The question of what are auxiliaries services is a real one.

This would still leave open the question of governmental aid, state or federal, and perhaps aid for auxiliary services is such a diverse problem under such diverse conditions that it may prove to be a state rather than a national problem. No such side-stepping of the issues as the White House Conference did, should be tolerated, saying that among a small number of participants who discussed the subject "there was considerable sentiment that such services should not be denied" (to non-public school students). — E. A. F.

LOCAL EDUCATIONAL QUESTIONS FOR PASTORS AND RELIGIOUS COMMUNITIES

Catholic education ought to be interested in the questions that were set up to be discussed in every locality, region, and state by the White House Conference on Education. It would be interesting if the National Catholic Educational Association used the identical or similar questions for its annual meeting. We shall list the questions that apply to Catholic education and which, if discussed objectively in the light of actual conditions and of a constructive philosophy of education, would help Catholic education. Let us review the six main topics of the White House Conference on education for questions which may prove significant for Catholic education. It is the more appropriate to discuss them at this time in view of the general interest in the problems:

What Should Our Catholic Schools Accomplish?

1. What knowledge, skill, and ideals should the schools provide (inculcate or stimulate) students before they graduate?

2. What aspects of education are the responsibility of (a) the home? (b) the church? (c) the community?

3. What aspects are the responsibility of the school as such?

4. What special emphasis, if any, should be placed on education for the exceptionally able student, the handicapped, or others? Why?

5. To accomplish the goals we have set for our schools what should be the respective responsibility: (a) in general education of nonpublic schools, (b) in Catholic education of the parish, the diocese.

In What Ways Can We Organize Our Schools More Efficiently and Economically?

1. How may our schools (public, non-public) be organized to greater efficiency and economy?

2. Has reorganization been encouraged? What obstacles have there been to any necessary reorganization?

3. Does the diocese insist on minimum standards?

4. Does the organization of parish units (as to size, geography, population, wealth) create inequities in the provision of education?

What Are Our School Buildings Needs?

1. How many additional classrooms with related facilities are needed now and in the next five years in our parish? in our diocese?

2. How many school buildings are fire hazards?

How Can We Get Enough Good Teachers — And Keep Them?

1. What is a "good" teacher?

2. Is there a shortage of good teachers? in the religious communities? of lay teachers?

3. Of teachers prepared in Catholic colleges and universities, how many are engaged by Catholic schools? Explain. Is salary a factor? tenure? status in the school?

4. Are we making the most efficient use of the professional talents of the teachers we have?

How Can We Finance Our Schools — Build and Operate Them?

(Most of these questions related to public taxation, state and federal aid.)

1. To what extent has the amount spent in education during the past 30 years changed in our religious communities? in our parishes? in our dioceses?

2. Should new sources or types of revenues be made available? If so, what sources?

3. What are the financial needs of the private and parochial schools in our school district? in the state?

How Can We Obtain a Continuing Public Interest in Catholic Education?

1. Is there a constructive public attitude toward Catholic schools in our state; a constructive Catholic attitude? If so, how is it expressed? If not how can it be obtained?

2. What organizations (educational and lay) concern themselves directly with our schools? Do these organizations foster broad public interest in and knowledge of the schools? Is their co-operation welcome?

3. What contributions are made by mass communication media (newspapers, radio, TV, etc.) toward developing a constructive public interest, or Catholic interest in Catholic schools.

The purpose of such discussions should not be to give the "program perennials" another opportunity to speak, but to give to the persons in attendance some organized information, knowledge of alternative programs, and some insight into the solution of the problems. This knowledge to be taken back to the religious community, and to the pastor and the parish as a basis for action, if necessary to give children, a good Catholic education. The religious community and the pastor and the parish should discuss the problems, in any case. — E. A. F.

THE DEVELOPMENTAL TASKS OF ADOLESCENCE

(Developmental Task Editorial No. 5)

The concept of "developmental tasks" has had its most complete exposition and development for the adolescent period. It was in connection with the study of adolescence that the concept itself emerged, and a great deal of study and experimentation has been done in the area. The teacher desiring fuller information should read first Havighurst's *"Human Development and Education"* (Longmans, Green & Co.). The following statement follows closely Havighurst's book.

Two of the basic tasks of the adolescent period grow out of the increasing dominant position of the peer group in the life of the individual. It is within the peer group with some adult guidance that the experience is acquired to

appreciate and master these basic tasks, namely:

1. Achieving new and more mature relations with age mates, becoming an adult, treating others as adults, co-operating in common purposes, and learning to lead without domination.

2. Achieving progressively a socially approved adult masculine or feminine social role.

The beginnings during middle childhood of the effort to achieve personal independence within limits of parents and other adults are further developed during adolescence to become a major part of the young person's life—the teen age. This effort to develop personal independence is so broad that it is best conceived not as a single task but as six developmental tasks, as follows:

1. Accepting the body and using it effectively and protecting it with a sense of personal satisfaction. (In the religious sense feeling it is the temple of the Holy Ghost—this is not in Havighurst.)

2. Putting away childish things, maintaining and deepening affection for parents and respect for other adults with increasing freedom and independence.

3. Preparing for economic independence as the adolescent grows up and matures physically and feels he must be able to make a living.

4. Selecting, planning, and preparing for an occupation suited to one's ability and interest.

5. Preparing for marriage and family life by developing a positive attitude toward family life and having children; and learning the necessary "art" of homemaking, rearing children, and living together.

6. Developing intellectual skills and concepts for civic competence, for leisure activity, for the whole range of human life within the limits of adolescence.

A final group of two tasks is included in the heading "developing a philosophy of life." Because Dr. Havighurst confines his discussion to the biological, psychological, and cultural levels, and does not discuss religion as such, his introductory paragraph to this series of tasks is worth quoting:

"The crowning accomplishment of adolescence is the achieving of a mature set of values and a set of ethical controls that characterize a good man and a good citizen. This is the process that started in early childhood with the forming of ethical concepts, the dawn of moral conscience, and the begin-

nings of moral responsibility in one's relation with others. The individual's relation to social groups and institutions and his concepts of the place of man in nature are involved in the two developmental tasks described below" (p. 142).

The two developmental tasks included in this making of one's own philosophy of life are:

1. Desiring and achieving socially responsible behavior, by participating constructively and with a high sense of responsibility in community life in all the aspects, and to be guided by the abiding social and spiritual values in one's personal behavior.

2. Acquiring a set of values and an ethical system as a guide to behavior, which include all human relations to himself, to his neighbor (humanity), and to God as indeed to God's universe. (This expands Dr. Havighurst's naturalistic and social view which he set for himself in this book.)

Such a conception of adolescence must be a challenge to every high school teacher in public and private schools. Education cannot be merely learning certain lessons. Whatever academic learning is attempted by the student under the guidance of the teacher must be related to the whole group of developmental tasks of the human being during adolescence. Anything less than that will make the term "academic" even more "malodorous." — E. A. F.

Catholics Save Taxpayer

Every school day the Catholic elementary and high schools of the U. S. save American taxpayers \$5,595,240. This figure was reached by Dr. James M. O'Neill, who worked it out with his wife, a former mathematics teacher, in preparing material for his forthcoming book, *The Catholic in Secular Education*.

School Welfare Legislation — Constitutional Right

Rev. Virgil C. Blum, S.J., in a booklet entitled *Your Child's Religious Liberty*, recently published, maintains that every American child has a constitutional right to share in state grants for bus transportation, school lunches, and free textbooks. The Jesuit educator says that the First Amendment to the Constitution prohibits laws hampering the free exercise of religion. Parents who send their children to Catholic schools are exercising their constitutional rights, he states. "If a person is deprived of certain benefits of democratic society because he exercises his religion," writes the author, "he is burdened and handicapped in his exercise. He is not free. Because of his religious practice, he is made to suffer economic reprisals."

Diagnosing Reading Deficiencies

II. The Diagnostic Testing Program

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Mental, physical, educational, reading, interest, experience, activity, personality, and environmental factors should be diagnosed.

Mental Factors

The mental ability of each individual of the remedial group should be determined. An acceptable group test of mental ability should be selected and administered precisely. The test and its manual should be carefully studied. The directions for administration should be followed to the letter, and the time to the second. Among the tests which have been used successfully are: the *Kuhlmann-Anderson Intelligence Tests*,¹⁵ the *Otis Quick-Scoring Mental Ability Tests*,¹⁶ the *SRA Primary Mental Abilities*,¹⁷ and the *California Test of Mental Maturity*.¹⁸ These tests are designed to measure mental ability of children from age six or below to maturity.

For children suffering from minor difficulties in reading, a group test may suffice. For those with major difficulties, an individual test may be necessary. J. G., a child in the sixth grade, who could scarcely read, scored an IQ of 67 on a group mental test because he could not read the exercises which required reading skill. The *New Revised Stanford-Binet Tests of Intelligence*¹⁹ were administered to him, and he scored an IQ of 104. Although the group test is far easier to administer, the individual test of intelligence should be used when it is required.

Physical Factors

The physical defects, if any, should be noted for each retarded child. Although the school physician examines the child once a year, the teacher must carefully observe him—his actions, his behavior, his energy, his lethargy—from day to day. She should note evidences of: (1) undernourishment or malnutrition; (2) fatigue, nervousness, underweight, poor health; (3) improper breathing, poor posture, poor teeth; (4) lack of motor or kinesthetic ability; (5) lack of co-ordination in eyes, improper vocalization, or faulty hearing.

Although eye troubles—nearsightedness, lack of visual acuity, double vision, faulty fusion, muscle imbalance, hyperopia and exophoria, lack of binocular vision, and astigmatism—are matters for the ophthalmologist, the teacher may be the first to suspect defects in vision and start the processes for physical examination by a qualified doctor. Teachers have used the Snellen Chart and the telebinocular as a means of testing vision. While teachers will not of course attempt to prescribe, they are often the ones who first recognize the child's need for medical attention.

The audiometer may be used to measure hearing; in case an audiometer is not available, the teacher may successfully test auditory acuity with a watch, or with whispering or talking tests.

¹⁵Published by the Personnel Press, Inc., Princeton, N. J.

¹⁶Published by the World Book Company, Yonkers-on-Hudson, N. Y.

¹⁷Published by Science Research Associates, Chicago, Ill.

¹⁸Published by the California Test Bureau, Los Angeles, Calif.

¹⁹Published by Houghton Mifflin Company, Boston, Mass.

Educational Achievement

The educational achievement of each pupil in the retarded group should be appraised. The level of achievement in language, spelling, listening, communication, arithmetic, and in other areas should be measured. Such measurements may be carried out satisfactorily by the use of an achievement battery such as the *Stanford Achievement Test*,²⁰ the *Iowa Every Pupil Tests of Basic Skills*,²¹ the *Coordinated Scales of Attainment*,²² or the *Metropolitan Achievement Tests*.²³ In the main, these tests give a fairly valid indication of a child's achievement in the skill subjects. They have alternate forms which are useful for testing in the beginning of a program, during it, and after the teaching program has been completed.

Another type of test which may be used satisfactorily is the teacher-made test. Performance on the classroom essay and objective tests has diagnostic value particularly if the tests are constructed by a well trained and experienced teacher.

The educational history of the child is important. The levels on which failure occurred and the frequency of failure are indicative factors for understanding. For a child in the seventh grade, it is worth while to know whether his one failure was on first-grade level or on sixth-grade level. These and other data which indicate successes and failures and the causes of them are helpful in understanding reading retardation and should be useful in planning the remedial program.

Reading Deficiencies

The reading deficiencies of each child must be determined. The child's oral reading performance should be appraised. The *Gray Standardized Oral Reading Paragraph Test*²⁴ is an individual instrument composed of 12 paragraphs ranging from first-grade level to adult reading of a high level. The examiner identifies the mistakes as a child reads orally first on one level, then on another, until an excessive number of errors has been made. Mistakes, such as nonrecognition, omission, insertion, mispronunciation, and refusal of words, may be checked and the information used to plan remedial work.

Diagnostic tests of silent reading should be administered also to indicate points of weakness. The *Gates Primary Reading Tests*²⁵ appraise three types of reading ability on the primary level: word recognition, sentence reading, and paragraph reading. The *Gates Basic Reading Tests*²⁶ appraise four types of ability for

²⁰Published by the World Book Company, Yonkers, N. Y.

²¹Published by Houghton Mifflin Company, Boston, Mass.

²²Published by the Educational Test Bureau, Educational Publishers, Inc., Minneapolis, Minn.

²³Published by the World Book Company, Yonkers, N. Y.

²⁴Published by the Public School Publishing Company, Bloomington, Ill.

²⁵Published by Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

²⁶*Ibid.*

grades three to eight: reading to appreciate the general significance; reading to predict outcomes; reading to understand precise directions; and reading to note details. Alternate forms of these Gates tests make possible the measurement of progress during a remedial program.

The *SRA Reading Record*²⁷ measures ten skills: rate, general comprehension, paragraph meaning, directory reading, map-table reading, advertisement reading, index usage, technical vocabulary, sentence meaning, and general vocabulary.

The *Durrell-Sullivan Reading Capacity and Achievement Tests*²⁸ may be employed to discover reading disabilities by comparing discrepancies between two tests: one on the understanding of spoken words and discourse, and the other on reading achievement. The *Durrell Analysis of Reading Difficulty*²⁹ is a series of standardized word lists and reading selections; it includes a tachistoscope with test cards, and an individual record blank on which deficiencies and difficulties in word analysis, phonetics, pronunciation, reading, writing, and spelling may be recorded.

Such tests are adequate generally for appraising the errors of those who suffer minor difficulties and deficiencies in reading. For those who were seriously retarded and were enduring major difficulties in reading, Marion Monroe³⁰ used among others the *Iota Word Test* and the *Word Discrimination Test* in addition to *Gray's Oral Reading Paragraph Tests*. By means of the administration of these tests, she composed a child's profile of errors. Every error made by the child on these three tests was noted, analyzed, and classified into error types such as these:

Error Type		Example
Faulty vowels	<i>these</i>	read <i>those</i>
Faulty consonants . . .	<i>then</i>	read <i>them</i>
Reversals	<i>was</i>	read <i>saw</i>
Additions of sounds . .	<i>tap</i>	read <i>trap</i>
Omission of sounds . . .	<i>away</i>	read <i>way</i>
Substitution of sounds	<i>lived</i>	read <i>was</i>
Repetition	<i>the dog</i>	read <i>the the dog</i>
Addition of words . . .	<i>the dog</i>	read <i>the little dog</i>
Omission of words . . .	<i>the little dog</i>	read <i>the dog</i>
Words refused or aided	<i>"I don't know that word."</i>	

Examples of errors revealed by means of the *Iota Word Test* were:

Reversals: dig pronounced big; dug pronounced bug and on pronounced no.

Consonant, vowel: choke pronounced shuck; farm pronounced torn; chew pronounced show.

Vowel: tack pronounced take; blind pronounced blend; blond pronounced blownd.

Consonant: spurt pronounced spurd; parlor pronounced carbor.

Addition of sound: plea pronounced please.

Addition of sound, vowel: sack pronounced stick.

Omission of sound, vowel: repast pronounced paste.

Examples of errors made on the *Word Discrimination Test* were:

Reversals: card said as crad; bed said as deb; with said as whit.

Omission of sounds: bread said as bed; dangerous said as dangrous.

*Addition of sounds: rule said as ruler; split said as splint; purse said as purses.*³¹

Interests, experiences, and Activity Inventories

The interests, experiences, and activities of each child should be known. An inventory which may be administered to a group

of 10 or 15 primary-grade children and to a larger group of intermediate or upper-grade children has been found to be effective in discovering the interests and background of children.³² Such an inventory has the advantage of indicating dominant powers in a child's equipment as well as the weak points. A teacher will be able by such an inventory to recognize a child's likes and dislikes, his interests and his lack of interests, his experiences and lack of experiences. Based upon such an analysis, plans may be made for remedial reading which will be of most benefit to the child.

Interest questions such as the following may be asked.

1. What games do you like best?
2. What tools (or toys) do you want most?
3. What movies do you enjoy most?
4. What is your favorite TV program?
5. What kind of reading do you enjoy most?
 - a) poems
 - b) stories
 - c) newspapers
 - d) magazine articles
 - e) funnies
 - f) sports
6. About what do you like to read best?
 - a) animals
 - b) soldiers
 - c) war
 - d) inventions
 - e) adventure
 - f) farmers
 - g) Indians
 - h) airplanes
 - i) people of other lands
 - j) pioneers
 - k) automobiles
 - l) birds
 - m) machinery
7. What school subject do you like best?
 - a) history
 - b) science
 - c) language
 - d) arithmetic
 - e) spelling
 - f) music
 - g) art
 - h) literature
 - i) reading
 - j) others

The experience and activity survey may be aided by such questions as these.

1. How much time do you spend on your schoolwork at home?
2. How much time do you spend helping your parents?
3. What work do you do after school or on week ends?
4. When do you work: before school, after school, evenings, Saturdays?
5. How many hours do you work each week?
6. What do you study outside the school?
7. How do you spend your free time?
8. Do you have a library card?
9. Check places where you have been: farm, zoo, museum, library, opera, picnic, fair, circus, park, art gallery, church, concerts, beach, theater.
10. Check the ones on which you have ridden: train, bus, auto, boat, wagon, horse, bicycle, airplane, truck, subway, elevated train, roller coaster.

Questions about the home and activities in the home may be helpful as a supplement to the check on interests and experiences. Examples of such question follow:

1. When do you study at home?
2. Where do you study when doing homework?
3. What hours have you set aside for study?
4. Does anyone help you with your homework?
5. How much time do you spend looking at TV and listening to the radio?
6. How many books do you have at home?
7. What magazines and newspapers come to your home?
8. How much time do you spend reading for fun?
9. How do you spend your leisure time?

²⁷Published by Science Research Associates, Chicago, Ill.

²⁸Published by World Book Company, Yonkers, N. Y.

²⁹*Ibid.*

³⁰Marion Monroe, *Children Who Cannot Read* (Chicago: The University of Chicago Press, 1932), pp. 193-201.

³¹*Ibid.*, pp. 194-197.

³²James A. Fitzgerald, *Inventory: Interests, Activities, and Experiences* (New York: Fordham University, 1954) (mimeographed).

Personality Appraisal

Personality is important in living, and the personality of each child may be appraised by observation of behavior, by using a sociogram to evaluate interpersonal relationships, by keeping and analyzing an anecdotal record of the child. A personality schedule may be administered. The *California Test of Personality*³³ available on two levels will aid greatly in evaluating the self-adjustment and social adjustment of the elementary school child. In the self-adjustment section, a child reveals evidence concerning his degree of self-reliance, his estimate of personal worth, his sense of personal freedom, belongingness, withdrawing and aggressive tendencies, and nervous symptoms. In the social-adjustment part, social standards, social skills, antisocial tendencies, family relationships, school relations, and community relationships are evaluated.

Environmental History

The background of the slow-learning child should be of concern to the teacher. The kind of home in which the child has been reared should be known. The child's experience should be understood. The parents' attitudes toward the child, the child's emotional maturation, and his opportunities for experiencing and reading should be investigated. The child's opportunities for self-direction and self-study, his work and play habits, his associates in the home and community are often most revealing to the teacher. Park reports a case of a boy who held his father in high esteem and told in glowing language the story of his father's escapades of absence from school in childhood, his escapes from the truant officer, and his generosity when intoxicated.³⁴ It is important to know whether the influence of the home and the results of home training are good or bad. Unfortunate relationships in the home and community often are partial causes of retardation. The absence of affection, security, and good example may be most frustrating to a sensitive child.

The Case Study

It may not be possible to make a complete case study of all the children in a retarded group; but it may be necessary to make as complete an analysis as possible of one, or more children of that group. A case study should be concerned with a thorough review of the child's history, his background, his home and community associations, his educational development, his school successes and failures, his physical growth and defects, his mental ability, his emotional disturbances, and his character traits. Data about the child may be supplied by observation, testing, interviews, conferences, and recordings. Such a case study is enhanced by permanent records, and cumulative records. In lieu of a complete case study, the data compiled in a cumulative individual folder have been found most useful.

Cumulative Record

The cumulative individual folder should be kept for every child of the retarded group. In it the following may be preserved or recorded:

A. Examination, appraisal, evaluation, and diagnostic data

1. Personal data—name, address, age, grade
2. Home and environmental history, facts, and conditions
3. School history, transfers, progress, success, failures
4. Mental data—mental age, IQ
5. Physical data—health records, physician's reports
6. Correspondence concerning the child—parent, guardian, former teachers—court reports and truant officer reports, if any

7. Records of interviews with parents and of conferences with pupil in school or home
8. Records of observation of work, play, behavior
9. Records of attendance, absence, and tardiness
10. Personality ratings, interests, and appraisal
11. Inventories, activities, experiences
12. Evaluation of learning aptitude
13. Teacher reports, notations, anecdotal records.

B. Progress and development records

1. Assignments completed and work accomplished
2. Progress charted from day to day and month to month
3. Samples of work: (a) showing aptitude and promise; (b) showing defects
4. Successes, outcomes, and goals achieved.

C. Recommendations

1. Teacher's plans for improvement
2. Psychologist's appraisal and suggestions
3. Physician's comments and prescriptions
4. Supervisor's suggestions.

The cumulative record folder should be kept carefully and studied frequently. It is a summary of a child's achievement; it is a record of progress. It will reveal change from poor to good, or the reverse. It may be used as a basis for assignment; it may contain a plan for guidance. It should sketch what the child was and what he has come to be. It should portray the child mentally, physically, emotionally, and educationally. It should show what has been done for the individual, what is being done, and what should be done to help him.

The Teacher's Judgment

The teacher's judgment is the key to the child's improvement. To be effective, her judgment should be based upon her diagnosis. Continuous appraisal from day to day is an important basis for improvement. No remedial program can be successful without the teacher who knows the child better than anyone else in the school and who works for and with the child. Her appraisal is based upon attention, interest, effort, and results. The teacher is the guide, the motivator, the instructor. She must help the child to change poor interests to good interests, to develop good attitudes in preference to poor attitudes, and to improve his methods of work. She changes a nonreader to a reader; she guides the poor reader to become a good reader.

SUMMARY OF DIAGNOSIS

The identification of the children of her class who are retarded in reading is an important duty of every teacher. The diagnosis of the difficulties and of the strong points of each retarded reader is a challenge to her. Each pupil must be understood; his symptoms of retardation should be noted, and his reading difficulties must be identified.

The causes of difficulty are sought, and the cause or the combination of causes must be recognized. Among the common conditions which contribute to reading retardation are the following: poor instruction; physical defects of vision, hearing, and health; emotional disturbances; deficient educational background; inadequate mental ability; lack of interest, adverse attitudes, and insufficient materials.

The powers and the interests of the child should be utilized and mobilized in the remedial instruction which should follow a tentative diagnosis. Throughout the remedial program, even the minutest point of change from good to bad or from poor to good should not be overlooked. Appraisal which is tentative at first, should continue until it is as complete as possible. Diagnosis should lead into remedial instruction in which strong urges are capitalized and weaknesses are corrected.

³³Published by the California Test Bureau, Los Angeles, Calif.

³⁴George E. Park, "Growing Up in Reading," *Elementary English*, 32:300, May, 1955.

Progressive Initiation into the Mystery of Christ

II. What Is the Proper Goal of Our Catechetical Apostolate?

The modern catechetical movement originated, principally, as a wholesome reaction against the intellectualism which severely endangered catechetical teaching toward the end of the nineteenth century. While the importance of religious knowledge was over-emphasized, religious formation and religious life were, unintentionally, neglected. All too often teachers were content with merely memorized catechism, sacrificing true understanding to mechanical drill. But even where real understanding was the aim and, to a high degree, the accomplishment, the heart and its education were neglected. In contrast, the catechetical movement has emphasized the educational function of our catechetical activity: we not only have to present a thorough religious knowledge but we must form true Christians who live their Christianity. Religious knowledge is not the actual goal but only a means; the goal of religious instruction is a religious life.

The catechetical movement would contradict itself should it ever turn from or question this, the only correct interpretation of our catechetical task. But somehow this seems to be the case with the most recent catechetical efforts. Are not again "teaching" and "instructing" stressed too strongly, even more so if such elegant Greek expressions are used, as "kerygma" (message) and "kerygmatic renewal"?

It is easy to understand that people who are deeply concerned with the success of our catechetical efforts object to this kerygmatic preoccupation. What is our answer to this difficulty? Let us clarify our position by reference to the central mystery of our catechetical teaching, "the mystery of Christ." Like the Apostles, we, too, must above all *preach* Christ. As we pointed out in our last essay,¹ "the mystery of Christ" is not only the heart of our instructions but the theme of our teaching which embraces, penetrates, and unites into a wonderful unity all other Christian doctrines. What is it that we want to achieve by teaching the mystery of Christ and how do we realize this goal?

1. Not Only Knowledge of But Participation in the Mystery of Christ

Certainly we try very hard to explain luminously to the youth entrusted to us the mystery of Christ. But all of us know that mere knowledge of the mystery of Christ is, by no means, sufficient. The knowledge of the mystery of Christ is, after all, and before all else, the basis of a holy action, of a mysterious occurrence to which, in our hearts, we must consent with a quickened faith and which we must help to realize in generous devotion.

St. Paul saw this very clearly. According to him, the "teacher's" actual vocation is "For the perfecting of the saints, for a work of the ministry, for the edifying of the body of Christ until we all meet into the unity of faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the age of the fulness of Christ" (Eph. 4:11-13). This holy knowledge of God's Son has to induce us to practice "the truth in charity, [and so]

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grow up in Him who is the Head, *even* Christ" (Eph. 4:15). Speaking of the mystery of Christ in the Epistle to the Colossians, he very strongly stresses the same: "Whom [i.e., Christ], we preach, admonishing every man and teaching every man in all wisdom, that we may present every man perfect in Christ Jesus" (Col. 1:28). This is not possible in one single effort, St. Paul knows very well. It is a hard labor of patience. And what is the goal of this educational process? "My little children, of whom I am in labor again, until Christ be formed in you" (Gal. 4:19).

Similarly Christ Himself has explained the purpose of His mission: "I am come that they may have life, and may have it more abundantly" (Jn. 10:10). All of His messianic work is directed toward this goal, above all His catechesis. Christ does not know of a religious knowledge which is sufficient in itself; each of His words is clearly concerned with a religious life. This is the heart of the incomparable message that He, as the great herald of the Divine Father, has brought to us; the call to a new life, or, more precisely, the invitation to participate in His own life which He, the divine vine, communicates to us, His brothers and members. Our catechetical task essentially consists in communicating this message of our divine Master to the youth entrusted to us. It would actually mean to betray our apostolate if we ever contented ourselves with mere knowledge. As Christ's messengers, we must communicate the life of Christ leading to effective participation in His mystery.

In order to understand our wonderful task better, and, accordingly, fulfill it more perfectly, it would be useful to explain more explicitly what "participation in the mystery of Christ" must mean to us. Since it is the ultimate goal of all our catechetical efforts we cannot content ourselves with only vague ideas.

2. What Does Participation in the Mystery of Christ Mean?

Above all, it must be clear that it is not a single event with instantaneous effect. It is true that through baptism we have become forever a member of Christ and have received His life. Through the undeserved grace of God, we have been made part-takers in the mystery of the life-giving death of Christ. "Know you not that all we who are baptized in Christ Jesus are baptized in His death? For we are buried together with Him by Baptism into death: that as Christ is risen from the dead by the glory of the Father, so we also may walk in the newness of life" (Rom. 6:3-4). What at Baptism we receive as a holy gift must be fully developed in our life as Christians; it has to come to the organ-

¹See CATHOLIC SCHOOL JOURNAL, January, 1956.

ically progressive growth into Christ which St. Paul calls the goal of Christian instructions (Eph. 4:15). The question is now: which are the main phases of this growth and how can we influence it by religious instructions and training?

Through God's particular kindness most of us have been made members of the divine vine before the age of reason. At that time we could not yet understand this wonderful gift of God, and, with it, the vocation to a life in Christ. Therefore we could not accept in free decision this task set before us. But God does not want to force His gift on us; rather are we to accept it with free will after our reasoning develops and to co-operate freely in the development of this new life. It is essentially God's work, but we are called upon to play our part. This shows very clearly the basic task of all catechetical instructions. The maturing Christian must gradually become aware of the magnificence of his vocation and of the greatness of his Christian task in life. As God's heralds, we present Christian doctrine to him but not simply as something he must "study" and know. This is God's personal invitation to him. From the first lesson, he is supposed to see that he is addressed and invited personally. Not just by the teacher but by God who waits for a "yes" to rise out of his Christian *faith*, for his grateful "yes" to Christ and to a life in and with Christ. Naturally, in this case, we do not mean a faith content with a "yes" of the intellect but we mean the full Christian faith. It consists essentially in the honest will to follow unreservedly God's loving invitation to a life in Christ. Such faith is our basic answer to this incomparable gift. Our Lord Himself expressed this as follows: "God so loved the world as to give His only-begotten Son, that whosoever believeth in Him, may not perish, but may have life everlasting" (Jn. 3:16).

Toward this full faith in Christ and our willingness to follow Him our catechetical instruction must be directed from the beginning. Its first and basic task is to awaken, to deepen, and gradually to perfect this willing faith. Catholic religious instruction is really, above all, instruction in faith. Of course, here the term "instruction" must not be understood too narrowly. In this case, it means not only "teaching" but, from the beginning, naturally also "practical guidance," "exercise." The principle, "learning by doing," is very true in this respect, but only by doing from the heart. By far the most important expressions of faith are not at all more or less isolated acts of faith but *truly Christian prayer*. In prayer we thank the divine Father for His gift of love, in prayer we reaffirm our will to follow faithfully, in prayer we ask humbly for God's help that our life may correspond to our faith. Do we really develop this kind of truly Christian prayer from the beginning of our religious instructions or are we satisfied with mere mechanical forms?

Faith and its expression in prayer are our first step toward Christ and even this step is possible only through grace. If this faith is sincere the second step develops by itself: *a life growing out of faith*, and since all our faith is centered in Christ, this means a life in and with Christ. This is our vocation, this is what we accepted in our confession of faith. We must show concretely to the young Christian what this "in and with Christ" means. First of all, we must bring close to him the beauty of this life with Christ; again we must not only "teach" but also guide to good action. From his own experience the pupil has to learn that this life with Christ, despite the many sacrifices it demands, is a wonderful, enviable life.

In this life based on faith, *reception of the sacraments and*

participation in the Eucharistic Sacrifice play an immensely important role. Through these, we come closest to Christ during our pilgrimage, when we are honored by God with an objective participation in the mystery of His only-begotten Son which, by ourselves, through our own religious efforts, even if they be carried by grace, we could never obtain. Undeserved by us, Christ is continually and more and more perfectly given to us. But our own co-operation differs greatly from what we had in our baptism, which we received before we had the use of reason. At that time, we, on our part, could not contribute anything. Now, on the other hand, we have to prepare ourselves for the sacraments. The better we prepare ourselves the more effective the sacraments will be. Hence proper guidance to the sacraments is extremely important.

Our catechetical task may seem quite momentous in the light of these explanations, and we must ask: can this task always be realized in each day's catechetical instructions? What are the main ways to really reach our catechetical goal, not only in the advanced religious instructions of high school but already in the basic instructions of grade school?

3. What are Our Chief Ways to the Mystery of Christ?

Modern catechists agree on the means for the gradual introduction of children—particularly those of grade school—to the mystery of Christ: Bible, Liturgy, Doctrine, and Life.

In this case, "Bible" means the simple historical-biblical catechesis which, through the narration of the good tidings introduces children into the mystery of Christ for the first time. Guidance to the sacramental life of the Church and elementary instructions about the Church's worship fall under the heading "Liturgy." "Doctrine" means systematical catechesis following the "system" of a catechism and presenting the good tidings as a logical structure. Frequently a fourth way is mentioned with this triad of Bible—Liturgy—Doctrine, namely: *Life*. Thereby one wants to express as clearly as possible that we must not content ourselves with mere "instruction" but that we must guide into the mystery of Christ via religious exercise.

Except for "Life," which is not a course in itself, the triad (Bible—Liturgy—Doctrine) means not three independent ways but rather a trinitarian order forming one organic whole. In order to achieve a progressive and as effective as possible initiation into the Mystery of Christ, each one of these three ways must be followed and each one at the proper moment. Because of the great importance of this fundamental catechetical triad for religious instruction, a special essay shall be dedicated to each one of the three ways. In these we shall show the special function of each way in the progressive initiation into the Mystery of Christ and the manner to follow this way so that the full fruit may be achieved.

EDITOR'S NOTE: This is the second article of a new series by Father Hofinger whose articles on the revision of the Catechism appeared in the *Catholic School Journal* last spring. Last summer Father Hofinger lectured at the University of Notre Dame. During the summer of 1956 he plans to lecture at St. Louis University and at the College of New Rochelle. Sometime in March, 1956, Father Hofinger will come to the United States to give catechetical and liturgical conferences and courses. His American address will be: St. Louis University, 221 North Grand Ave., St. Louis 3, Missouri.

Try Family Reading

Family reading is again finding its rightful place in the home. In the past few months, several aids have been published to make this worth-while project more easily accomplished. One of the most helpful is Margaret E. Martignoni's *Family Reading and Storytelling* (The Grolier Society, W. 45th Street, N. J., 10 cents). Miss Martignoni, now editor of children's books for a large publishing firm and former director of work with children in the Brooklyn Public Library, is highly skilled in fitting books into the lives of boys and girls.

Reissues have appeared of two lists in the Catholic field. In *Reading for Catholic Parents* (Sheed and Ward, 50 cents) Frank Sheed lists books for parents as well as books to read to children. Doctor William Fitzgerald has released a new edition of *Family Book Shelf* (St. Anthony Guild). Books are listed on grade levels. This list has been prepared as part of the Parent-Educator series of the Confraternity of Christian Doctrine.

The United States Department of Health, Education, and Welfare has issued a helpful list for parents in *The Children's Bookshelf* (Social Security Administration, Publication 304, Washington, D.C., 20 cents). Such listings are included as: ABC and Mother Goose Books, Picture Books for Young Children, Answers to Little Children's Questions, Books of Poetry, Songs, How Other Children Live, Information to Suit All Tastes, Time to Laugh, For Reading Aloud, and For Use with Convalescent Children.

Nature Books for Families and Children, edited by Louise S. Bechtel, came from *The New York Herald Tribune*. The Oklahoma State Library has a list called *Giggles, Laughs and Chuckles* by Mary Hays Marable.

Catholic publishers are making it easier for the home to own inexpensive books in the moral and religion field by issuing such series as *The Christian Child* and *Catholic Treasury* books. The first group are stories in picture-book format for beginning readers to be read by parents to small children. In the first set of four, three of them are reprints of the popular Father Brennan books: *Tales for Tiny Tots*, *Treasure Chest of Stories*, and *Christmas Storybook*. The fourth book is *The Land of Diddley Da* and other stories by Msgr.

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John D. Fitzgerald. The second group has an unusual book called *The Little Alphabet* by the ever popular Carmelite poet, Jessica Powers. It contains 26 verses to enjoy, 26 familiar things to recognize and see in a new light, as well as 26 virtues to imitate. Illustrations are by a Carmelite Sister.

Jesus Shows Me the Way by Father Dennerle and Sister Magdela S.N.D., is a reprint of a favorite book. Illustrations are by Ruth Ruhman.

The Little Swiss Guard is the story of a little doll which comes to life, goes on a pilgrimage to see the Pope, and finally finds his proper place. Mary Dick is the author and the illustrator is Rine de Felici Jandoro.

The Christian Child Stories have durable four-color laminated covers (Bruce, 50 cents).

Another group of books which will be useful for family reading for children age ten and more appeared this fall is *Catholic Treasury Books* (Bruce, \$2). From the great treasury of Catholic life and history characters have been selected because of their high interest value. The reader will develop a pride in his rich heritage found in the faith as he learns more about these characters.

The unusual story of *Simon o' the Stock* is told by Anne Heagney, as she traces the life history of a boy who lived in a hollow tree, St. Simon Stock.

American heroes are traced in *Boy of Philadelphia* and *A Hand Raised at Gettysburg*. In the first Frank Morriss writes about a 13-year-old boy who was on hand for the Continental Congress. Father William Corby, a Civil War chaplain, is involved in the second. *A Candle for Our Lady* tells the story of the Walsingham Priory in the time of Henry VIII. Joan and Jemmy Reynolds, aged 11 and 13, are involved. Regina Victoria Hunt is the author.

The Catholic Treasury Books are published by Bruce and will sell for \$2.

Another group of books which parents and teachers will want to examine are

known as *Vision Books*. They are especially designed for Catholic youth from 8 to 16 and are concerned with lives of saints, martyrs, and lay heroes.

Vision Books will be written by outstanding authors, each telling the story of the saint or hero which appeals most. Such best-selling writers as August Derleth, Thomas Merton, Frances Parkinson Keyes, Albert J. Nevins, Louis de Wohl, and Bruce Marshall will contribute their talent to the project.

Vision Books will be published by Farrar, Straus, and Cudahy and will sell for \$1.95. Titles available this fall include: *Father Marquette and the Great Rivers* by August Derleth; *St. Therese and the Roses* by Helen Walker Homan; *St. John Bosco and the Children's Saint, Dominic Savio* by Catherine Beebe; and *St. Francis of the Seven Seas* by Albert J. Nevins.

And so as we approach those long winter evenings, ideal for family reading, we may hope that many families will be ready to join the hundreds of families already deriving untold pleasure and satisfaction from a family reading program. Great impetus was given the project in the past few months through a series of articles carried in the nationally syndicated magazine, *This Week*.

The first, *Wake Up and Read*, by Doctor Frank C. Baxter, professor of English at the University of Southern California and one of television's leading stars, on his Sunday program on books, answered the question raised by the president of the National Congress of Parents and Teachers: Is watching television an effective short cut to culture and education? Dr. Baxter's answer was simple, "It can at best be an invitation to learning. Highly to be commended was his listing of books: "Starting at Seven" and "Best after Eleven." The second article was concerned with the current controversy evoked by Flesch's book, *Why Johnny Can't Read*, over methods of teaching reading. Charles Laughton, the actor, wrote the third entitled, "Try Family Reading." After discussing the pleasures derived from listen-to records and being in reading clubs he writes: "But of all reading pleasures, I assure you nothing will top the enjoyment you can get from reading out loud with your own family. If you have not yet discovered this for yourself, I want to urge you again, in light of the great reading revival now in progress, to reap these rewards:

1. It is grand fun.
2. It is a shared experience that draws families and friends closer together.
3. It puts your child in a reading atmosphere and encourages him to learn to read and to love books.

A Symposium on Lincoln

The American history class in high school was about to begin the study of the Civil War. The teacher posed a question before attempting the task: "Does Lincoln seem real and pulsating with life to you?" The girls shook their heads but said nothing. Then one articulate Miss blurted out, "He is like a museum piece." That was just what the teacher suspected and she immediately devised a plan by which Lincoln would live in the minds and hearts of her students.

Elementary Research

Over the week end each student was to do a little research on Lincoln. She was free to choose any biographic angle she found interesting. No one was obliged to read a whole book or even a whole chapter. Any definitive biography would have an index designating pages containing information on many phases of the President's life. Each girl was expected to jot down 20 revealing facts that impressed her as she read. She was to come to class prepared to share her findings with the whole class. When each of the 30 students had contributed, Lincoln should be very much alive, and very real in their minds.

Some could consult encyclopedias, others biographies, others, perhaps, magazine articles, depending on their individual interests and the facilities of their local library. Where they got the information was not really important so long as it was authentic and reliable.

The next class session was a discussion period. The curiosity of the students was whetted and the contributions were revealing and stimulating. One class period was not sufficient to hear all the contributions and give every student a fair chance to have her say. Consequently several periods were spent in the discussions and one whole period was devoted to the sources consulted. The latter was the most stimulating of all. As a result of it, every student wanted to read *The Day Lincoln Was Shot* by Jim Bishop. Some determined to tackle at least one of the four volumes of *The War Years* by Carl Sandburg. One of the best students had already finished, *Lincoln, Master of Men*, by Alonzo Rothschild and had begun *The Life of Lincoln* by Tarbell.

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An Assembly Program

Now the history class had a plan! The plan just executed was the teacher's. The students, wishing to share their findings with the entire school, began to plan an assembly program where all could benefit from their enriching discoveries. The fact that some phases of the project were investigated by several students simplified the program. The home-loving type of girl did research on Lincoln as a husband and father; the potential career woman studied the social triumphs of Mrs. Lincoln; the missionary-to-be spent her time on the Negro problem. Each group chose a girl to voice its joint contribution at the symposium.

The stage was arranged simply but effectively. A large picture of Lincoln was conspicuous in the background. On his left the word *Slavery* appeared in large black letters, on his right the words *Civil War* in vivid red, and above the picture, *Savior of the Union* stood out in gold, and over all triumphantly hung Old Glory. On the piano one of the girls played "The Battle Hymn of the Republic" as the student body filed in. This was the Union war song, composed by Julia Ward Howe in 1861 and sung all through the war. When the assembly came to order the whole history class sang all the verses of the song. Then the speakers took their assigned places on the stage. Speaker Number One began with a brief biography of Lincoln.

Lincoln's Early Life

Abraham Lincoln was born, a poor white, on February 12, 1809, in a log cabin on a barren farm in the backwoods of Kentucky. Fifty years later when he was nominated for president the newspapers wanted some facts about his early life. "Why," he said humbly, "it is great folly to attempt to make anything out of me or of my early life. It can be condensed into a single sentence, and that

sentence you will find in Gray's *Elegy*: "The short and simple annals of the poor."

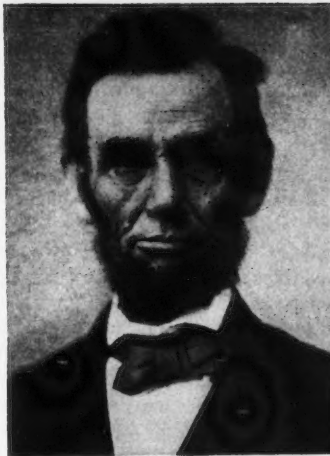
He referred to his young life very reluctantly, always sadly. At seven he moved to Indiana with his father who was quite unsuccessful as a farmer. Some historians say Lincoln's father was shiftless; in any case he was never prosperous. At eight Lincoln's mother died and in due time he had a stepmother. She encouraged him to learn to read and write and even helped him herself as best she could. When Abe mentioned her name in later years it was always with gratitude and love. "I owe everything I am to her," he used to say, with tears in his eyes. Mr. Lincoln disapproved of book learning for his son and considered it a great waste of time. Abe, encouraged by his stepmother, practiced writing on the back of his shovel, or on a piece of timber. His father became angry when he spied his son in his leisure moments "cocked up on a haystack reading out of a book." He would send him to work on a neighbor's farm if there was not enough to be done in his own fields. Later the family moved to Illinois and Abe did odd jobs there like working in the grocery store and helping on the boats. At nineteen he was six feet four and had great muscular strength. He could strike a mallet or an ax with great force and was the finest rail splitter in the vicinity. The natives were a ferocious people and frequently settled difficulties with their fists. Life on the frontier was rough. Lincoln hardly ever used a gun. He shot a turkey when he was eight years old and then gave up shooting for life. Between the ages of 8 and 15 his entire attendance at school was a little less than 12 months. Yet he taught himself to read and to write and to do some arithmetic. He read the Bible, *Aesop's Fables*, *Robinson Crusoe*, *Pilgrim's Progress*, *History of the United States*, and *Life of Washington*. He made a few trips down the Mississippi bringing cargoes to New Orleans for his employer. In his meanderings around the southern city he saw slaves publicly sold in the market place with cattle and oxen. He saw Negroes chained, maltreated, whipped, scourged. At a slave auction a distinguished looking mulatto girl was being pinched, and prodded, and trotted up and

LINCOLN'S GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot



— Keystone

dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggle here, have consecrated it

far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

down the room like a horse to show the bidders how she moved. Then and there, Lincoln resolved that, if he could ever deal a blow to the slavery problem, he would hit a hard blow. All his adult life he fought against slavery.

Lincoln's Family

A struggling young lawyer, Abraham Lincoln, married the dark-eyed, winsome, Mary Todd, and started housekeeping in Springfield, Ill. They had four children, all of them boys, one of whom died in early childhood. The other boys, Bob, Willie, and Tad, moved with their father and mother to Washington in 1861. The two youngest were very different in temperament. Willie, more like his father, was gentle and pensive, thoughtful and imaginative. Tad was tempestuous and irrepressible, uninhibited and impetuous. Together they explored the White House, enjoying their fun and frolic in its spaciousness. Two playmates from Cincinnati, Bud and Holly Taft, and their sister, Julia, spent many happy weeks visiting Tad and Willie Lincoln. The small boys played not at "cops and robbers" as modern boys do, but at soldiers — Rebels and Northerners. Ingeniously they dressed a doll as a soldier and called him Jack. Suddenly Jack met with reverses of fortune and was sentenced to be shot because he was found sleeping on sentry duty. Jack was just about to be buried when the gardener suggested, "Why don't you try having Jack pardoned?" Whereupon the four boys

scurried into the White House and darted into the office where a tired Executive dropped his important work to hear the case. Then solemnly, reaching for a sheet of Executive Mansion stationery, he wrote slowly:

The doll, Jack, is pardoned.
By order of the President

— A. Lincoln

Then the President sent the boys out to buy him a pair of rubbers. When they inquired about the size, Lincoln, gazing down at his own big feet replied simply, "The biggest they have."

"Yes, Mr. President," said Bud as he scampered off.

"Why do you call Pa 'Mr. President' and you don't call Ma 'Mrs. President' ever?" queried Willie when they stopped for breath.

Bud was merely complying with the instructions received from his father before leaving Cincinnati.

One night during a very formal state dinner, the four boys were placed at the foot of the table. They amused themselves by sharing childish impressions about the gold braided officers and official guests. They particularly pitied the 'bassadors, all tied up with gold cord, and Pa looking so solemn in black, and Ma looking so dressed up and stiff and afraid to laugh, not at all like at jolly family gatherings.

At church on Sundays the preacher prayed so long "for Pa" that Willie wondered why. Bud Taft seemed to think it was because the President of the United

States should be first in the prayers of his countrymen. Whereupon Tad broke into a song about "Abe Lincoln splitting rails." Willie chided his brother for a song "disrespectful to Pa." Tad did not see the reasonableness of the objection because as he said, "It's no secret. Everyone knows Pa used to split rails."

In church services were curtailed when rumblings of distant thunder became very distinct. The boys rejoiced at their sudden and unexpected freedom. Willie knew the real reason which he gleefully shared with his friends, "Pa says there's a battle in Virginia. That's big cannon going off that sounds like slamming doors."

Young Tad made thundering noises in the executive mansion. Once he unintentionally batted his baseball against a huge hall mirror, shattering it completely, and sending pieces of glass flying in all directions.

"I don't believe Pa'll care or even miss it," commented the indifferent Tad.

"But it does not belong to Pa but to the government and that will make him feel bad," was Willie's thoughtful rejoinder.

The homily was lost on Tad for he had already run to the kitchen to procure a box of salt. A maid had once told him that breaking a mirror meant five years bad luck, unless the offender could sprinkle salt over his left shoulder and thus turn the wheel of fortune to five years of good luck. The velvet carpet was snow-white by the time Tad had finished his salt shaking. When he heard his pet goat, Nanko, bleat-

ing in the yard, he rushed outdoors in search of a different diversion.

Willie Lincoln loved the pony his father had bought for him and went for rides every day. In the month of February he caught a severe cold while riding in a chilly rain. He was put to bed immediately and his condition grew steadily worse. The night the White House ball was scheduled, the boy was running a high temperature. Both the President and his wife realized how very ill their little son was. Nevertheless they felt it was their duty to keep up the morale of the people, and feign bravery and cheerfulness at a time when there were so very many broken hearts. The worried father stood at the large door receiving the guests. Dorothea Dix said that she never saw a sadder face than that of Lincoln on that occasion. The marine band filled the whole house with joyous music. The martial strains of "The Battle Hymn of the Republic" echoed in Willie's room where his father was visiting for a few stolen moments. The President would look long and lovingly at the child, stroke the boy's hair and then steal down to the ballroom. Mrs. Lincoln several times during the party stole a few minutes to watch at the bedside of her son. Then remembering her duty as first lady, she would wipe away a tear, compose herself, and sidle quietly into the party. Two days later Willie died. Mrs. Lincoln was inconsolable and unable to attend the funeral. Soldiers, senators, cabinet officers, foreign ministers, stood at the funeral with Lincoln, unashamed of their tears, when they witnessed the sorrow of the brokenhearted father.

That was 1862, the year of the Emancipation Proclamation and other vital issues. The chiefs-of-staff were worried. They felt the President was a broken man. His stamina and self-control showed what he could do, in a few weeks after the tragedy. He wended his way to the Capitol, his face more lined and his step less buoyant, but still determined to save the Union. Willie would want his big, brave Pa to act that way.

Some weeks later the stables of the White House mysteriously caught fire one night and were suddenly enveloped in flames. Immediately Lincoln rushed out of the house, determined to retrieve Willie's pony. He was literally hurled back by the captain of the Union Light Guard and his aides. They feared the fire was intended as a trap to lure the President out of the executive mansion so that his enemies could more easily take his life. From an upstairs window, under heavy guard, Lincoln watched the fire and wept like a child, thinking of Willie and his

favorite pony, the last gift of a loving father to a lovable son.

Lincoln's Inauguration

Spring comes in very gently in March in Washington. The green of the grass begins to brighten and the magnolia softens. It was so in 1848 when Congressman Lincoln wended his way to the Capitol to take his place among the lawmakers of his country. It was so now in 1861 on Inauguration Day when the same Lincoln wended his way to the Capitol once again, this time to take over the pen that signs all laws. President Buchanan was busy signing bills until six o'clock that morning, and was ready by noon to call at the Willard Hotel where Lincoln had spent the night. The two men, the fifteenth president and the sixteenth, rode in an open carriage to the Capitol. Crowds of army men marched following the lead of a special corps from West Point. There were riflemen on the alert everywhere, on roof tops, in private homes, on the streets, waiting and watching. There were cheers here and silences there as the procession advanced. The city bristled with bayonets.

In the senate chamber Buchanan and Lincoln witnessed the swearing-in of Hannibal Hamlin of Maine as Vice-President. Lincoln and Buchanan advanced to the outdoor platform where the new President was to make his inaugural address. Bravely he faced this new audience—so different from the prairie audiences he had addressed so often in Illinois. Here was such a genteel crowd, with high silk hats and white shirt bosoms. Lincoln stood hat in hand before that throng. Senator Douglas, his political antagonist for 25 years, advanced and took the hat of the man who had beaten him in his run for the presidency. By that dramatic gesture Douglas seemed to say, "If I cannot be president, I can at least hold his hat."

Chief Justice Taney, with a worn, shrunken, cadaverous face, the Supreme Court Justice who had handed down the Dred Scott Decision and precipitated the Civil War, shook with emotion as he held an open Bible toward the ninth President to be sworn in by him. Lincoln laid his left hand on the Bible, raised his right hand, and repeated after Chief Justice Taney: "I do solemnly swear that I will execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."

An old and timid President and an old administration was passing out. A new President and an untried administration had just taken the helm of the Ship of State.

The artillery nearby boomed with all its guns a thunderous salute to the sixteenth President of the United States.

Buchanan rode with his successor back to the White House and introduced the new President to everyone in the mansion, according to custom. Then he spoke his mind plainly: "If you are as happy, my dear Sir, on entering this house, as I am on leaving it and returning home, you are the happiest man in this country."

Tad and Willie were deliriously happy. They ran all over the spacious mansion from top floor to basement, and in a few hours had cultivated the acquaintance of every watchman and servant in the place.

The Union ball took place that night. Many of the Southern aristocracy who formerly could give tone to such an occasion failed to appear. Lincoln received the guests from eight-fifteen to ten-thirty, shaking hand 25 times per minute. The marine band played "Hail to the Chief," and at eleven o'clock Lincoln entered leading the Grand March, arm in arm with Mayor Berret, followed by Mrs. Lincoln, arm in arm with Senator Douglas of Illinois. Lincoln did not dance but Douglas and Mrs. Lincoln were partners. The President's wife looked ravishing in a new blue gown and a blue feather in her hair. Many said it was the happiest night in her life, the realization of a dream. She was the First Lady in the land.

Through four perilous years Abraham Lincoln never for a moment relaxed his hold on the helm of the ship of state until he guided it, One Nation Indivisible, into the safe harbor of peace at last. Then, the fearful experience ended; he was relaxing with some intimate friends at the theater when an assassin's bullet struck him down and the Savior of the Union gave his life for his country. "Greater love than this no man hath!"

* * * *

The assembly Program was ended. The entire student body sang lustily, "The Star Spangled Banner." Abraham Lincoln, his joys and sorrows, his trials and triumphs, seemed so real to them now.

CHRIST IN THE CONSTITUTION

A proposed amendment to the Constitution of the United States recognizing "the authority and law of Jesus Christ" was introduced last spring by Representative Eugene Siler (R., Ky.). Rep. Siler said that it was his opinion that many people "think the greatest deficiency of our present Constitution lies in its failure specifically to recognize God Almighty and America's definite position as a great Christian nation."

A Guidance Program February—Courtesy

RELIGIOUS PATRONS:

Saint Francis de Sales; Mother Seton.

CIVIC LEADER:

Abraham Lincoln.

AIM:

To make our lives Christocentric and Marylike.

MOTIVATION:

When someone has made the orbit of his a movement around Christ, the thoughts he thinks, the desires which inflame him, and the motivation of all his actions is centered in our divine Lord. Such yielding of the center of our lives to Christ is the way of supreme happiness. Our happiness varies according to the center about which our lives revolve (Msgr. Sheen: *Lift Up Your Heart*, p. 10).

There is in our being a power which has been called a second nature, and in which man, as he grows older, glimpses an image of happiness. That power is habit. If we study heavenly things, little by little our minds will be penetrated by divine influences, like rocks of granite that are cut by the repeated dropping of a drop of water.

INSPIRATION:

One day in the depth of winter, St. Francis de Sales was going on a mission, on foot as was his custom. Consumed as he was by the love of God, he did not feel the cold at all, but his servant who was following him, chilled and frozen, went forward with great difficulty against the biting and frost-laden north wind. The good saint, hearing him moan, turned around. "My friend, is it so very cold?"

"Oh, yes!" said the servant.

"And you suffer very much?"

"Oh, yes."

"Then," said the saint, "try to set your feet into my footsteps." The servant did so religiously, and at each step he felt the warmth penetrate his whole body.

LESSON:

It is impossible that as we walk here below, following the Son of God, and putting our feet religiously in His footsteps each day by meditating on the mysteries of the Rosary, that we should not feel His nearness to us. Each one of us can say to Him in our youth, "Lord, there was a moment in Thy life corresponding to the present moment in mine, when the number of Thy years was the same as my own. Give me some of the sentiments that actuated You then." Meeting Him

Sisters of Divine Providence

Allison Park, Pa.

often in Holy Communion and walking in His footsteps, how else can our lives be but Christocentric?

MARY'S PART:

Every circumstance of our life, our every heartbeat, and every action can correspond to an emotion or action of Christ's. The Blessed Mother, a faithful mirror, reflects Him and presents Him to us in a softened light, strained, so to speak, as the moon gently reflects the sunlight. St. Ambrose says that the Virgin Mother was perfect in bearing, in manner, in word, and in action. There was nothing lacking in her temperament, in pleasantness or in reserve. She will make presentable all that we have to present to her Son.

Of courtesy, it is much less

Than strength of heart or holiness

Yet in my walks it seems to me

That the grace of God is in courtesy.

— Courtesy — by H. Belloc

A QUESTIONNAIRE ON COURTESY

(Grade yourself as Very Good, Fair, Poor.)

Quiet in corridors

Quick response to signals

Attention in class and assembly

Avoidance of haste throughout the building

Courtesy teachers

Participation in school activities

Deference to teachers and visitors on

stairways, in corridors, in doorways

Care for the property of others

Manners in the lunchroom

School spirit

Order on and inside desk

Neatness in grooming

Respecting privacy of teacher's desk

Sneezing, coughing, etc., quietly

Knocking before entering a room

Avoiding borrowing of supplies

Using a pleasant tone of voice — not too high or too loud

Speaking distinctly, so that others need not ask you to repeat

Simplicity and suitability in dress

Rising when an older person enters the room

Posture that shows respect to teacher and classmates, besides showing an alert mind

Frequent use of "Thank you" and "Please"

Entering church quietly

Reverence in genuflection

Respectful posture at all times

Punctuality at Mass and services

Use of the Missal at Mass, following the priest

Use of the Rosary at in-between times in the Mass or at visits

Reverence with hands and eyes when receiving Holy Communion

Avoid any talking in church

Not kneeling near confessionals that are in use

Careful practice of table manners at home (Check in an etiquette book if you're not sure)

Punctuality for meals

Coming to all meals properly dressed

Avoid borrowing of others' clothes

Taking pride in the appearance of your bedroom

Respect for others' mail

Hanging clothes carefully, placing shoes neatly

Not monopolizing the telephone

Greeting guests at the door; seeing them to the door when they leave

Obedience, respect, affection, and loyalty to the members of your family



Education Week at All Hallows School, Moosup, Conn. Third-grade children presented "Our Community Helpers." Open house was held in all classes. The Daughters of the Holy Ghost are the teachers.

Catholic Press Driver

CHARACTERS: Joe, Sandra, Lynn, Charlie, Tony, all in the eighth grade; Joe's mother.

SCENE I: At the bus stop waiting for the school bus to arrive.

SCENE II: That evening in Joe's home.

SCENE III: One week later at the bus stop.

SCENE I

[The eighth graders are milling around the corner waiting impatiently for the bus. They have just come from a civics club meeting and are discussing quite heatedly what went on there.]

CHARLIE: Boy, what a bombshell you dropped at the meeting, Lynn!

LYNN [very innocently]: Who? I? What do you mean?

CHARLIE: Oh, you know what I mean well enough.

LYNN: About the comic books?

CHARLIE: Yeah, about the comic books. I quite agree with you, but I don't think I'd have approached it that way. Look here's Joe.

JOE: I've been looking for you, Lynn. Just what did you mean this afternoon?

LYNN: You know well enough what I meant. Personally, I think all of us read too many of those comic books, and since this is Catholic Press Month, I thought it might be a good time to do something about it.

JOE [threateningly]: Yeah? Well, I don't think so. Hey, Tony, come here.

TONY: Hi, kids — What's up?

CHARLIE: Seems to be a little argument here about the suggestion to get rid of the comic books. What do you think about it?

TONY: Might be a good idea, but everyone would have to co-operate. [A significant look at Joe.]

JOE: Oh, you, too. Well, just count me out.

TONY: Joe, be yourself. Are you going to have a comic book intelligence all your life?

LYNN: Yeah, maybe that's why you got such a low mark on the vocabulary test.

JOE: Say, listen, do you think that you are the Pope of Rome or something?

LYNN: Now, Joe. Yoo-hoo, Sandra. Come here a sec.

SANDRA: Hi. Why so glum, Joe?

LYNN: He doesn't get enough comics to read!

Sister M. Barbara, C.S.C.

St. Mary-of-the-Wasatch

Salt Lake City 5, Utah

SANDRA: Poor boy! Say, kids, that bus better hurry up and come. Sister's looking for someone to give a report on the Catholic press next week.

CHARLIE: Oh-oh, look out, Joe. I think it's comin' your way.

JOE: Oh, no it isn't. Can't you just see me standing up there. Here comes the bus. Stand back, gentlemen. Ladies first. [Exit back stage.]

SCENE II

[The living room of Joe's home. Enter Joe, just home from school.]

JOE: Hey, Mom, are you home?

MOTHER [off stage]: Out in the kitchen, son. Stay where you are.

JOE: O.K. [Flops on the chair. Picks up Life and pages through it.] Enter Mother.

MOTHER: Did you have a good day at school?

JOE: So-so. Ended up with a civics club meeting. Dumb thing.

MOTHER: Why, Joe, why do you say that?

JOE: Oh, it's Catholic Press Month, or something, and they want us to give up our comic books — for something more substantial they say.

MOTHER: Well, you know, Joe, I've been thinking that your reading habits could be better.

JOE: Oh, no. Not my very own, Mother. [Hides behind the magazine. Telephone rings. Mother answers.]

MOTHER: It's for you, Joe.

JOE: Thanks, Mom. Hello. Yeah, this is Joe. Huh? Oh, good evening, Sister Stanislaus. — No, I'm not doing anything now. — What's that again? — Oh, no. I really don't think so. — oh, they did! My friends! Well, if you really want me to. — What's that? The Tidings? I don't know. Just a minute. Hey, Mom, do we have this week's Tidings?

MOTHER: Oh, Joe. I threw it out this morning with the other papers.

JOE: Hello, Sister? We don't seem to be able to locate it. — oh, you will? What time will they be here? — O.K. Good-by, Sister.

MOTHER: Anything wrong, son?

JOE: Oh, brother. What friends I have. [Joe walks up and down the stage furiously.]

MOTHER: What do you mean?

JOE: Do you know what Charlie, Lynn, Tony, and the rest of them did? They told Sister Stanislaus that I'd be glad to give the report next Friday.

MOTHER: Joe! All you had to do was to tell Sister Stanislaus that you preferred not to.

JOE: Mother, you don't know Sister Stanislaus. When she asks, you say yes, or else! I found out the hard way. Oh, by the way, my so-called friends are coming by this evening with some literature!

MOTHER: That'll be nice. — You'd better go upstairs and get ready for supper before your father comes home.

[Curtain]

[Two hours later. Doorbell rings, and Joe crosses stage to answer it.]

JOE: Well, welcome to the lion's den. What do you think this is?

[Enter Charlie, Lynn, Tony, and Sandra all loaded with Catholic papers and magazines.]

CHARLIE: We only want to be helpful.

JOE: Looks like you have enough ammunition to start a bonfire.

LYNN: Come on, Joe. I'll bet you don't even know what a Catholic magazine looks like.

JOE [a bit dubious]: All right. This doesn't look too corny. [Picks up Extension. Pages through it.] Say, they even have cartoons in this one.

SANDRA: They almost all have something amusing as well as serious. Look at this issue of *Our Sunday Visitor*. You'll like this one because it always has a good article on sports. So does the *Tidings* for that matter.

TONY: Say, speaking of the *Visitor*, reminds me of something funny that happened.

JOE: Spill it, my friend. We're all ears.

TONY: You remember the Sunday Father suggested that we take home a Catholic paper and mix it with the Sunday paper?

JOE: Vaguely.

LYNN: Joe's usually asleep by that time. [Ducks to avoid the paper Joe aims at her.]

TONY: Well, as I was saying, Mom bought the *Visitor* and did as Father suggested. When Dad came upon the Catholic paper he went right on reading. He got rather puzzled and asked Mom when the *Times* turned Catholic. When we all laughed he looked further and realized the joke was on him.

LYNN: Just goes to show that Catholic papers are interesting once you start reading them.

SANDRA: Like the *Sign*, for instance. There's something in it for everyone. The stories are very interesting, and the movie reviews are super. Here look. [Joe dives for it.]

CHARLIE: And if you must have comic books, here's *Treasure Chest*. I wouldn't miss the adventures of Chuck White for anything. He's a real flesh and blood character.

LYNN: I like the *Catholic Boy* better than some boys I know. The stories have some meat to them.

JOE: Boy, it'll take me all week to go through this pile.

CHARLIE: That's all right, Joe. Just so you give us a good report on Friday.

JOE: Say, that reminds me. Who gave Sister Stanislaus this bright idea?

LYNN: Why, Joe! you don't suspect anyone of us, do you?

JOE: No—no, of course not. Believe me. Someday I'll get even.

SANDRA: If Joe's going to go through this pile, he'd better start now. We'd better be going.

CHARLIE: Yeah, I guess you're right. [Pick up their things and make for the exits.] Good-bye, Joe. Good luck, etc.

[Curtain]

SCENE III

[At the bus stop a week later. Same crowd milling around.]

CHARLIE: Hey, where's Joe?

TONY: Dunno. Haven't seen him since school let out. Some report he gave, I'd say.

LYNN: All he had to do was to give himself a chance.

SANDRA: Brother, he sounded like he read all we gave him and more.

CHARLIE: I had to laugh when he said he'd lead the drive against the comics.

LYNN: Here comes the speaker, now. Hi, Joe. Not so bad, not so bad. Some speech.

JOE: Yeah? Didya really like it?

TONY: Sure we did. You know the only trouble now is we can't call you "Comic Book Joe" any more.

JOE: How sad! When shall we have the funeral?

LYNN: I have it! We'll just forget about "Comic Book Joe," but we welcome our new friend "Catholic Press Driver."

... Theodore, Thomas ... [looks up at Tom] Thomas A. Gleason?

TOM: Ye-e-s-s, S-s-ir.

ST. PETER: Hmmmmmm, let's see ... [Begins running his finger down the page. Frowns, shakes head as Narrator speaks.]

NARRATOR: Everything's written down in that book, you know. Tom felt very shaky as St. Peter started to read it.

ST. PETER: Disobedience at home, 1800 times; in school, 1009 ... fighting on the playground, 976 times ...

NARRATOR: Tom didn't think of saying "We were just playing" or "He started it!"

ST. PETER: Gum in school, 462 times ... school assignments missing, 864 ... homework neglected for TV Space Cadets, 153 times ... serving appointments missed, 16 ...

NARRATOR: "That's not bad out of 152," Tom thought, relieved a little. But St. Peter did not smile.

ST. PETER: Snowballs on the playground, 168; on the street, 500 ... Jaywalking at school corners, 139 times ...

NARRATOR: Tom began to look rather glum. So did St. Peter, before they came to the credit side of the page. If it hadn't been for all those Holy Communions on Sundays and First Fridays Tom wouldn't have been much out of the red. Still, St. Peter brightened a little as he read.

ST. PETER: Missions: 24,000 Hail Marys, 2534 pennies ... serving appointments, 116 ... chancel choir, 36 out of a possible 40 ... Safety Patrol, 91 hours; 15 in the rain; 17 in the snow ...

NARRATOR: St. Peter still looked grave, then he turned another page and he looked up and smiled at Tom. Tom stretched his neck to see what had made St. Peter smile. There was a big C P S at the top of the column and all the numbers were on the credit side! Tom saw St. Peter wrinkle his forehead as he read in a puzzled voice.

ST. PETER: 1952, ten subs ... subs? Oh, yes, subscriptions for the Catholic Press Crusade. [He smiles at Tom.]

NARRATOR: Tom knew what the next entries would be: 1953, 15 subs ... 1954, 30 subs ... 1955, 92 subs ... Why that was just last year, but Tom could see that there was a long column of figures following that one. He stretched his neck and tried to read it upside down. St. Peter looked up and saw him. He smiled and motioned to Tom to come around where he could see the ledger. Tom's finger went down the page and his eyes got bigger and bigger. When he reached the bottom, he looked up at St. Peter.

TOM: Boy! Did I do all that? [St. Peter nods his head.]

NARRATOR: Tom and St. Peter read down that column again.

Tom's Big Moment

NARRATOR: Once upon a time there lived a boy named Tom Gleason. Tom was a lot like the boys you know. He went to a parochial school, perhaps — School. He was on the basketball team, he was in the chancel choir, he served, he was a safety guard. He liked history and hated arithmetic. He sold bingo tickets, turkey tickets, Christmas seals — and Catholic Press subscriptions. He went to Scout camp, he went to the lake — and at last he went to heaven. We see him as the curtain opens waiting just outside the pearly gates.

[Curtain opens.]

SCENE: [Gates in center. At right, a desk or stand with a very large book and a hat rack. At left, benches with four or five people of varied characters waiting. Tom is near the gates, trying to see over them.]

Sister St. Simon, O.S.U.

Queen of the Most Holy Rosary School
Toledo 10, Ohio

As the gate moves, he hastily sits down on the end of a bench. St. Peter enters through the gate, hangs his halo and keys on the hat rack, puts on glasses, and takes his position behind the desk with the book.]

ST. PETER: Well, who's next?

TOM: I ... I guess I'm next, Sir.

ST. PETER: Name, please.

TOM: Thomas Gleason, Sir.

ST. PETER: Gleason ... let's see ... [turns pages]. Glass, Glassen, Gleaman, Gleason ... Albert, Anthony, Oscar, Paul

ST. PETER: One half interest in:

700 people saved from mortal sin by using the movie guide in the Catholic press.

TOM: 1000 good thoughts from radio and TV programs listed in the Catholic Press Radio and TV Guide.

ST. PETER: 3000 children saved from bad comics by interest in the children's page features of the Catholic press.

TOM: 120 misinformed Catholics set right by editorials and features in the Catholic press.

ST. PETER: 5 people saved from Communism by the accurate news reporting on Communist activities and persecution in the Catholic press.

TOM: 4 vocations aided by reading columnists and features in the Catholic press.

ST. PETER: 2 conversions largely due to the dispelling of prejudice by reading the Catholic press.

TOM: 200 hours of time spent in securing subscriptions.

ST. PETER: 7000 units of energy spent in the same way.

TOM: 400-400 cheerful and polite acceptances of refusals.

ST. PETER: \$40 bonus money used to help Mother by buying school clothes.

TOM: Citations due for the following virtues: generosity, co-operation, sense of responsibility, obedience to wishes of the Bishop, spirit of Catholic Action.

ST. PETER [*places his hand on Tom's shoulder*]: When you take the good acts involved in getting those subscriptions and the good which results from people reading a fine Catholic paper, it adds up to a lot, Son. Here's your ticket. You'll have a very nice place. [*St. Peter takes ticket from desk, gives it to Tom, then rings a bell. An angel appears at the gate.*]

ST. PETER: One robe and first class halo! And tell the Guardian Angel of Thomas A. Gleason to report.

[*Angel goes out and two angels return immediately. First has robe and halo, the other puts them on Tom. Guardian Angel leads him off by the hand. Tom salutes St. Peter as they go through the gate.*]

[*Curtain*]

KEEP FROM BETWEEN PARKED CARS

Twenty-six per cent of all children, 5 to 14 years of age, who are struck by cars have stepped from between parked cars, says B. A. Precourt, safety director for the Wisconsin division of the American Automobile Association.

The October, 1955, A.A.A. safety poster illustrated this danger against which all children should be warned, again and again.

We Pledge Allegiance



Sister M. Paula's class using their own flag in the "Pledge Allegiance" ceremony.

Sister M. Paula, D.C.

Our Lady of Lourdes School
Utica 4, N. Y.

16 strips blue	}	1st row
18 strips of red paper		3rd row
		5th row.
16 blue	}	2nd row
18 red		4th row
		6th row
16 blue	}	7th row
18 white		8th row
		10th row
36 white	}	12th row
		9th row
38 red		11th row
		13th row

During the month of February, we made the flag shown in the picture. This would also be appropriate for Flag Day.

It was fun watching it grow day by day, and what a thrill at the completion of it! The next day when it came time to pledge allegiance to the flag, one child asked if they might salute their own flag. I never saw them stand so erect as they did that day.

The directions for making the flag—

Children pasted the rings. In order to keep the stripes together, we made use of the staples.

Recent Books for Classroom and Library

CATHOLIC PRESS MONTH

This February, 1956, issue of the *Catholic School Journal* is the 23rd annual Schoolbook and Library number. February is Catholic Press Month. February 19-25 is Catholic Book Week.

This list of some of the books that have been published in 1955-56 will bring to your attention some textbooks and library books you will wish to examine before you adopt new textbooks for the coming year and add new titles to your library. Unless you attend to this duty during the second semester you may suffer delays, disappointments, and confusion in the rush to get the tools you will need next September.

OTHER HELPS

This list contains only books that have been brought to our attention on the present occasion. Other books have been reviewed in our regular review column from month to month, and the publishers' advertisements have announced their offerings. Some of the general Catholic and other magazines describe many books which we cannot review because they are outside of our field or because we don't have the necessary space. The Catholic Library Association in its monthly journal and in its book lists will help you. Also see some of the catalogs

mentioned in the section entitled "For Librarians" in the following list.

A PUBLISHERS' LIST

We call this list of books a publishers' list, although the titles have been selected by the editorial staff of the *Catholic School Journal*, because, in most cases, we have listed titles submitted by the publishers with descriptions taken from publishers' announcements. Most of the books listed have been published or revised during the year 1955. Some of them are scheduled for publication early in 1956.

Please do not consider the mention of a book as a recommendation by the *Catholic School Journal*. Many of the books listed have not been examined by the editors. We include a title if we think that you will wish to know about it and it seems worthy of your examination if you want such a book.

You are the judge when you plan to adopt new textbooks or to buy books for your library. Most publishers are willing to lend you a book for examination or to sell it to you on approval.

Following the name of the author and the price is the name of the publisher, usually abbreviated. At the end of this list you will find the full name and address of the publishers.

GRADES I TO VIII

ARITHMETIC

Arithmetic We Need

By Bushwell & others. Gr. 3-8. \$2.08 each. *Workbooks*, 72 cents each. Ginn & Co.

The authors were pioneers in establishing the meaning theory. Abundant teaching aids.

The Basic Arithmetic Program

By Hartung & others. Scott Foresman.
Seeing Through Arithmetic. Books, 3, 4, 5 with teaching guides. Planned to help children see what happens, with pictures illustrating processes.

Essential Mathematics Series

By Fehr & Schult. Heath.
Arithmetic at Work (gr. 7) \$3.60; *Arithmetic in Life* (gr. 8) for spring publication. Material for all students. Meaning stressed. Teacher's manuals available.

Making Sure of Arithmetic

By Morton & others. Silver.
A 1955 edition for Gr. 3-9, containing new material for more able pupils. Teacher's edition and workbooks and tests available.

Scribner Arithmetic Series

By Madden & others. 6 books, gr. 3-8. Scribner's.
An entirely new series, based on experience, meaning, and practice. "Experience without understanding is a low-order mental process. Understanding not rooted in experience is insecure and uncertain." A teacher's edition and guide will be available for each book. Books for gr. 1 & 2 will appear later.

Continental Arithmetic Series

By Schlegel, Eberly, Stiles. Pub. by Continental.
Recent titles are: *We Work With Numbers* (gr. 1) 36 cents; *Numbers and You* (gr. 3) 36 cents. These are complete programs. The booklets are available printed in regular ink or as preprinted masters for liquid duplicators.

Growth in Arithmetic

By Clark & others. World Book Co.
This series for gr. 1-8 leads to all-round number

competence. Textbooks for gr. 3-8 have been revised. Developed reasoning. Continuous, cumulative treatment of meanings and skills. Teacher's editions for each book.

ARTS AND CRAFTS

Crafts for School and Home

By Grimm & Skeels—Bruce.
Forty-four projects for children 7 years and older. Halloween lantern, mobiles, shadow box, kites, dolls, cakes, etc. In preparation.

Make It Yourself

By Moore & others. \$1.20. Heath.
For children 6 to 12. Full-sized patterns and clear instructions.

How to Work With Raffia

By Bibbi Jessen. \$1. Bruce.
Directions for 29 projects with photographs of the finished projects.

How to Build Birdhouses and Feeders

By Walter E. Schutz. \$2.95. Bruce.

ENGLISH

Our English Language

A new series released by Am. Bk. Co. on Jan. 1, 1956. Titles: *Fun to Learn*, gr. 3, \$2.20; *Good Times*, gr. 4, \$2.28; *Every Day*, gr. 5, \$2.36; *Around the Clock*, gr. 6, \$2.44; *Through the Year*, gr. 7, \$2.52; and *Straight Ahead*, gr. 8, \$2.60.
Helps, interests, and challenges pupils. Lessons on speaking, listening, writing, and reading.

Language for Daily Use

By Dawson & others. 7 books. World Book Co.
Gr. 2, \$1.36; gr. 3, \$2.08; gr. 4, \$2.16; gr. 5, \$2.16; gr. 6, \$2.16; gr. 7, \$2.28; gr. 8, \$2.32. Teacher's manuals available. A balanced, systematic program. Situations of real interest. This is a new edition.

Easy English Exercises

By Riddlesbarger & Stillwagon. World Book Co.
Rev. & reorganized. Gr. 7-9. Varied approach and abundant drill.

English (2nd ed.)

By Bailey & others. 6 books, gr. 3-8. \$1.88 to \$2.28; workbook, 76 cents each; Teacher's guide for each book, 28 cents each. Also *First Steps in English*, a textbook in workbook form. 48 cents. Am. Book Co.

Continental Practice Exercises in English

By Eichler & Snyder. Continental.
There is a book for each year at 24 or 27 cents each. The exercises are available as books or booklets in regular ink or as master copies for the liquid duplicator. The books for gr. 2, 3, 4, 5, & 6 have a 1955 date.

Junior English in Action

By Tressler & others. Heath.
Book One (gr. 7), \$2.80; *Book Two* (gr. 8), \$2.80; *Book Three* (gr. 9), \$2.96.
The sixth edition revised. Practice books and a teacher's manual available.

Speech Correction Through Story Telling Units

By Elizabeth Nemoy. \$3.75. Expression.

The Child's Book of Speech Sounds

By Sylvia Chipman. \$1.25. Expression.
To be used by the child. Written in verse.

Holiday Book for Verse Choirs

By Gertrude Enfield. \$1.50. Expression.

MUSIC

The First Book of Music

By Norman. 72 cents. Heath.
One of the "First Books" in supplementary reading for middle grades.

Music For Living

By Mursell & others. Silver.
A classroom music program for gr. 1-6, relating music to life at school, at home, in the community, and in the world. Complete with teacher's books and records.

PENMANSHIP

Our ABC's and How We Improve Them

Every letter in the cursive alphabet is illustrated for self-instruction. \$1.25. Zaner.

Our Print Letters and How We Make Them

Manuscript writing for pupils and teachers. \$1.25. Zaner.

Alphabet Antics

A comprehensive study of letters and how to make them. A book for cursive writing and another for manuscript writing. Each \$2. Zaner.

READING

Cathedral Basic Reading Program

By Rev. J. A. O'Brien, Dr. Gray, & others. Scott-Foresman.

The New Times and Places (pupil's & teacher's ed.); *Think-and-Do* workbook; *More Times and Places* (pupil's & teacher's ed.); and *Think-and-Do* workbook; *The New Days and Deeds* (pupil's book). New Cathedral Basic Reading tests, standardized with norms (gr. 1-3).

Golden Rule Series

By Ullin W. Leavell & others. Am. Book Co.
The "Golden Rule Series," subtitled "The Modern McGuffey Readers" is a "co-basal" series of readers. The principal editor is professor of education and director of the McGuffey Reading Clinic at the University of Virginia. The selections are chosen to teach the various virtues without preaching—just as the McGuffey Readers did from 100 to 50 years ago.

We have at hand the teacher's editions of three of the books: *Paths to Follow* (gr. 4); *Frontiers to Explore* (gr. 5); *Widening Horizons* (gr. 6). The first part of each of the teacher's editions gives an analysis of each selection with questions and teaching suggestions; the second part of the book duplicates the pupil's edition with the stories, poems, etc., with illustrations in color.

Yellow House Mystery

By Gertrude C. Warner. Scott-Foresman.
Third-grade vocabulary and middle-grade interest.

Reading for Interest

By Witty & others. Heath.
See and Do (readiness), 68 cents; *Ned and Nancy* (pre-primer), 65 cents; *Bigger and Bigger* (pre-primer), 56 cents; *Little Lost Dog* (pre-primer), 56 cents; *Molly, Pete, and Ginger* (pre-primer), 64 cents; *A Home for Sandy* (primer), \$1.56; *Rain and Shine* (primer), \$1.56; *Something Different* (1st), \$1.76; *Lost and Found* (2nd), \$1.92; *Secrets and Surprises* (2nd), \$1.92; *Fun and Frolic* (3rd), \$2.12; *Do and Dare* (3rd), \$2.12; *Luck and Pluck* (4th), \$2.36; *Merry Hears and Bold* (5th), \$2.48; *The Brave and Free* (6th), \$2.48.

The First Book of Words

By Epstein & Epstein. 64 cents. Heath.
A "First Book" in supplementary reading for middle grades.

Reading Roundup

By Witty & others. Heath.
Book One (gr. 7), \$3.20; *Book Two* (gr. 8), \$3.20. A reading-literature series of old and new selections.

The Catholic Messenger Series

Weekly classroom periodicals, published by Geo. A. Pfau.
Our Little Messenger for grades 1-3; *Junior Catholic Messenger* for gr. 3-6; *Young Catholic Messenger* (gr. 6-9).

Popular religion and current-events weeklies for the elementary school. *Confraternity* editions published for children not in Catholic schools.

Treasure Chest, biweekly picture-story magazine published by Geo. A. Pfau. 10th year of publication. Religion, civics, history, saints' lives, humor, sports, and manners in picture stories.

Who Gets It?

By Edward W. Dolch. \$1.25 (to schools 75 cents). Gerrard.
A new reading readiness game. Matching that develops thinking. Gr. 1.

The Happy Bears

By Dolch. \$1. (to schools 50 cents), Gerrard.
A new readiness device, a story reading pad. Gr. 1.

Dog Stories

By Dolch. \$2 (to schools \$1.50). Gerrard.
A new title in the "Basic Vocabulary Series." Eighteen true stories for children of all ages beginning in gr. 1 & 2.

Old World Stories

Far East Stories

By Dolch. Each \$2 (to schools \$1.50). Gerrard.
New titles in the "Pleasure Reading Series" for gr. 3-5.

The Iroquois Phonics Series

By Eaton & James. Iroquois.
The Wordshop (gr. 1); *Reading Trails* (gr. 2); *The Highway to Reading* (gr. 3). Each book 68 cents. Teacher's manuals, each 35 cents. Phonics Wall Chart, free.

This series, published, Jan. 3, 1956, contains "all the basic phonic facts essential for reading." It may be used with any basic readers.

This Is Our Land

By Sister M. Margaret Michael, O.P., & Mary Synon. \$2.20. Ginn & Co.

A new edition of the basic fourth reader of the "Faith and Freedom" Series edited by a committee at the Catholic University of America. Workbook & teacher's manual available.

These Are Our People

By Sister M. Celine, O.S.F. & Mary Synon, \$2.20. Ginn & Co.

New edition of the basic fifth reader of the "Faith and Freedom" Series. Workbook and teacher's manual available.

Open the Gate

By Odille Ousley. \$1.52. Ginn & Co.
Enrichment reader for gr. 1 or 2. Realistic and fanciful stories and old tales.

Let's Listen

By Bresnahan & Pronovost. Album of 3 LP records. \$7.50. Ginn & Co.
Auditory training records for reading readiness and speech development.

RELIGION

The Altar Boy's Ceremonial

By Rev. Joseph W. Kavanagh. \$2.50. Benziger.
Instructions for all ceremonies.

I Live the Mass

By Sister Maria Giovanni. 25 cents. Maryknoll.
Twelve pictures with one-minute meditations.

I Make the Stations of the Cross

By Sister Maria Giovanni. 25 cents. Maryknoll.

Our Family Catechism

By Bernard F. Meyer, M.M. 20 cents. Maryknoll.
Comic-book catechism in color. Essential doctrine simplified and ordinary prayers. Editions in Spanish and English.

I Learn God's Laws

By Sister Maria Giovanni. \$3. Maryknoll.
Teaching cards of the Ten Commandments for primary and intermediate grades.

This We Believe: By This We Live

The Baltimore Catechism No. 3 with a new title. Contains Scriptural quotations and detailed explanations. A Confraternity Publication. Paper, \$1. Cloth, \$1.25. St. Anthony's.

Crusade: the Story of the Bible Retold for Catholic Children

By Sisters M. Juliana & M. Chaminade. 20 part-publications. 35 cents each. Crawley, New York, N. Y.

Father John Dresses for Mass

By Charlotte Gilbert. 95 cents. Newman.
By a novel device the vestments are put on by turning the pages of the book. Verses explain the symbolism of the vestments.

The Sacraments

By Father Francis. 30 cents. Seraphic Press.
A new book, 8½ by 11, 48 pp., treats the dogma of the sacraments, and some liturgy. Chapters on indulgences, vocations, and sacramentals. Well illustrated. Excellent for preparing children for Confirmation or for Penance and first Holy Communion. Gr. 5-8.

We Meet Christ Today

By Father Francis. 20 cents. Seraphic Press.

Billy learns about our transformation into Christ through His sacraments. Upper grades.

Other books by Father Francis include: *Jesus, Our Savior, Our Mother Mary, The Catholic Child, The King Comes, I Follow Jesus, The Childhood of Jesus, Jesus Is God, Stories Jesus Told, The Holy Rosary, Mary, Full of Grace, They Became Saints, Around the Year in Picture and Song, A Perfect Gift for God (the Mass).*

SCIENCE

Cathedral Basic Science Program

By Beauchamp & others. Ed. by Rev. Francis P. Cavanaugh, C.S.C., Ph.D. Scott, Foresman.
Revision of *Discovering Our World*, Books, I, II, III.

God's World Today

Eight books in elementary science for Catholic schools, written by Sisters who are experts, under the direction of Rt. Rev. Msgr. Leo M. Byrnes, supt. of schools, Diocese of Mobile. Mentor.

1. *Looking at God's World*, 60 cents; 2. *Creatures in God's World*, 99 cents; 3. *Learning More About God's World*, \$1.11; 4. *Living in God's World*, \$1.38; 5. *Exploring God's World*, \$1.68; 6. *God's World Today*, \$1.80. Books 7 and 8 in preparation. "To provide a series of genuinely Catholic science textbooks."

Exploring Science

By Walter, Thurber. Allyn & Bacon.
"Do-it-yourself" textbooks for gr. 1-6. Teacher's manuals are bound in the textbooks.

Science and You

By Craig & Bryan. 88 cents. Ginn & Co.
Primer of the new "Science Today and Tomorrow" series for children who have not learned to read.

Experimenting in Science

By Craig & others. \$2.60. Ginn & Co.
Sixth book in "Science Today and Tomorrow" series. Energy and its importance to plants, animals, and man.

The Singer Science Series

By Frasier & others. Singer.
A series from pre-primer to gr. 9, organized around experiences of children.

Science for Modern Living

By Smith & others. 1956. Lippincott.
Nine books for Gr. 1-9: *Science Along the Way*, \$1.72; *Science Under the Sun*, \$1.88; *Science Around the Clock*, \$2; *Science Across the Land*, \$2.24; *Science Through the Seasons*, \$2.36; *Science Beneath the Skies*, \$2.48; *Exploring Modern Science*, \$3.12; *Enjoying Modern Science*, \$3.32; *Using Modern Science*, \$3.96. Mastery tests available for books 7, 8 & 9.

The First Book of Stories

By Cormack. 72 cents. Heath.
One of the "First Books" in supplementary reading for middle grades.

Heath Elementary Science

By Schneider. Heath.
Science in Your Life (gr. 4), \$2.32; *Science in Our World* (gr. 5), \$2.40; *Science for Today and Tomorrow* (gr. 6), \$2.48. These three books complete the series for gr. 1-6. Teacher's editions and manuals available.

Science and Conservation Series

By Thorn & others. Beckley-Cardy.
Let's Learn How (gr. 4) and *Let's Know How* (gr. 5). These two titles were added in 1955 to the new science series of "colorful, easy-to-read stories that encourage children to explore the magical worlds of nature and science."

SOCIAL STUDIES

Children of Our World

By Frances Carpenter. \$2.48; workbook, 48 cents; Teacher's manual, 60 cents. Am. Book Co.
The 4th gr. books in a modern geography series.

Our Homes and Our Neighbors

By Frances Carpenter. \$2.32. Am. Book Co.
Published Jan. 1, 1956. For gr. 3. Growth of a town; changes in clothing, shelter, transportation, etc. Man and his environment.

Land of Our Lady (U. S. History)

Various authors. Published by Benziger.
Founders of Freedom, \$1.77; *Bearers of Freedom*, \$1.86; *Leaders of Freedom*, \$1.95; *Challenge of Freedom*, \$2.22; *Guardian of Freedom*, \$2.37.

Stull and Hatch Geography Series

Popular books from Allyn & Bacon.
 The following revisions or new books were issued in 1955: *Journeys Through Many Lands and Workbook* (4th gr.); *Journeys Through the Americas and Workbook* (gr. 5); *Workbook for Western Lands*, by Hughes & Pullen, a fusion textbook in social studies; *Tests for The United States: Story of a Free people*, by Samuel Steinberg; *Tests for revised ed. of The Story of Our Country* by Ruth West.

Our Growing World

By Mitchell & others. Heath.
Farm and City (gr. 1), \$1.88; *Animals, Plants, and Machines* (gr. 2), \$2.08; *Our Country* (gr. 3), \$2.28. These are revisions of an established social studies series. Teacher's guides are available.

The First Book of Hawaii

By Epstein & Epstein. 64 cents. Heath.

The First Book of Trucks

By Tatham. 56 cents. Heath.
 These two books are new additions to Heath's "First Books," supplementary reading for middle grades.

History on the March

By Nevins & others. Heath.
Pioneer Children of America, \$2.28; *Makers of the Americas*, \$2.88; *Builders of the Old World*, \$2.88; *America—Land of Freedom*, \$4.20. Four of this elementary history series were revised in 1955. Progress books & teacher's guides.

The Basal Social Studies Program

By Hanna & others. Scott-Foresman.
At Home; At School (gr. one).

The Home Environment Series

By Burkhardt & McGuinness. Beckley-Cardy.
Our Way (pre-primer) and *Our Neighborhood* (gr. 2) complete the series through grade 3.

Story of Our Land & People

By Moon & MacGowan. \$4.16. Holt.
 A complete revision of Moon's book for junior high school.

SPELLING

Spelling We Use Workbooks

By Horn & Ashbaugh. Gr. 2-8. Each 60 cents. Lippincott.

Success in Spelling

By Madden & Carlson. World Book Co.
Cloth, Gr. 2-8, each \$1.16. *Workbook* (cl.), Gr. 2 & 3, each 64 cents; Gr. 4-8, each 68 cents. Teacher's ed., Gr. 2-8 in preparation. An outstanding word-study program that leads to competency. Features include color, typographical devices, and models.

I TO VIII LIBRARY

BIOGRAPHY

St. Francis of the Seven Seas

By Albert J. Nevins, M.M. \$1.95. Farrar, Straus, (Vision Books).
 Exciting story of travels of St. Francis Xavier. For boys 9-15.

Vision Books

New outstanding series of biographies of Catholic saints and heroes. Farrar, Straus & Cudahy.
St. John Bosco and *St. Dominic Savio*, \$1.95; *St. Therese and the Roses*, \$1.95; *Father Marquette and the Great Rivers*, \$1.95; *St. Francis of the Seven Seas*, \$1.95. A new Vision Book will appear each month during 1956.

The Childhood of Famous Americans

Eighty volumes of this very popular series have been issued by Bobbs Merrill. The latest were 15 titles added in September, 1955. They are: *Babe Ruth: Baseball Boy*; *Betsy Ross: Girl of Old Philadelphia*; *Dan Webster: Union Boy*; *Ethan Allen: Green Moun-*



The official poster for Catholic Book Week by A. Trezza of Philadelphia. The 16th annual Catholic Book Week, sponsored by the Catholic Library Association, will be observed, February 19-25. Catholic Book Week Headquarters has prepared for distribution by libraries and bookstores three annotated lists of books — for adults, young people, and children. You can get from the Catholic Library Association, Maryknoll Seminary, Glen Ellyn, Ill., for \$1.00 a complete kit containing 2 posters, 1 folder of ideas, and 15 copies of each list of books.

tain Boy; Francis Marion: Young Swamp Fox; Maria Mitchell: Girl Astronomer; Nancy Hawks: Kentucky Girl; Narcissa Whitman: Pioneer Girl; Robert Peary: Boy of the North; Susan Anthony: Girl Who Dared; Teddy Roosevelt: All-Round Boy; Will and Charlie Mayo: Doctor's Boys; Will Clark: Boy in Buckskins; Young Jed Smith: Westering Boy; Zeb Pike: Boy Traveler.

Each of these books and of the 65 others is available in the School Edition at the net school price of \$1.11 each, f.o.b. publisher.

Balboa, Finder of the Pacific

By Ronald Syme. \$2.50. Morrow.
 For ages 8-12. 1956.

Henry Hudson

By Ronald Syme. \$2.50. Morrow.
 Ages 10-14. 1955.

FICTION

Never Mixed Up Again

By Beattie. \$2.25. Lippincott.
 A farmer was always mixed up until his animals helped him out. For grades 1-3. 1956.

Auction Today

By Hilles. \$2.25. Lippincott.
 Children hold an auction so that their town can have a new fire engine. Gr. 1-3. 1956.

The Talking Tree and Other Stories

By Baker. \$3. Lippincott.
 Fifteen fairy tales for Gr. 4-6.

How Little Boats Grow

By Barker. \$2.25. Lippincott.
 How six little men build a boat. Gr. 1-3.

Back and Forth

By Grider. \$2. Lippincott.
 Picture book of how the city and country are brought together. Gr. 1-3.

Snow Birthday

By Helen Kay. \$2.50. Farrar.
 Winter story for ages 4-8.

The Hidden Spring Mystery

By Mary Adrian. \$2.50. Farrar.
 An Ariel easy reading book for Gr. 3-7.

Catherine's Bells

By Florence Musgrave. \$2.75. Farrar.
 Life on an American farm early in the century. Ages 10-14.

The Three Kings of Saba

By Alf Evers. \$2.50. Lippincott.
 A story of Balthasar, Melchior, and Gaspar, from a few hints given by Marco Polo. Ages 8-12.

The Buttons at the Farm

By Edith McCall. Beckley-Cardy.
 An easy-to-read story for gr. 1. Illustrated.

Peter and the Rocket Ship

By Hazel Corson. Beckley-Cardy.
 Rocket ride for gr. 3.

Peter and the Two-Hour Moon

By Hazel Corson. Beckley-Cardy.
 Another rocket story for gr. 3.

Plantation Doll

By Cora Cheney. \$2.50. Holt.
 Fun for children, aged 8-10. Easy to read.

Crab Village

By Julia Clark. \$2.50. Holt.
 On south coast of England. Tales of past and present. Ages 7-10.

Decatur of High Barbary

By John Hintershoff. \$2.75. Holt.
 A boy's adventures on Captain Barry's ship in battling pirates. Ages 11 up.

Little Wolf and the Thunder Stick

By Edna Chandler. Beckley-Cardy.
 The first of an Indian series by the author of the "Cowboy Sam" books. Gr. 3.

The Whirly Bird

By Alyssa Forsee. \$2.75. Lippincott.
 An absorbing story of a Navajo Indian boy who wanted a trip in an airplane. Ages 8-12.

The Silver Fleet

By Ernie Rydberg. \$2.50. Longmans.
 A Portuguese boy of California on his father's tuna fishing boat.

Lanterns Aloft

By Mary Andrews. \$2.75. Longmans.
 Two boys in Maryland during War of 1812.

Fun Around the World

By Frances Keene. \$1. Seahorse.
 A late addition to the Seahorse "Fun Books." Written in co-operation with the department of public information of the United Nations, it depicts the games of children in various parts of the world.

The Adventures of Marcel and Yvette Bruno, Brunette, and Bobtail

By Martha Callaghan. \$2. Christopher.
 Two stories for children in one book—a story of a French boy and girl and the story of three bears.

Major, the Story of a Black Bear

By Robt. McClung. \$2. Morrow.
 Ill. for ages 8-12.

A Dog Named Penny

By Clyde Bulla. \$1.80. Ginn & Co.
 A brother and sister and a dog. Gr. 4.

Becky and the Bandit

By Doris Gates. \$1.80. Ginn & Co.
 Gold rush story. Gr. 5.

The Missing Mitt

By Edna Chandler. \$1.80. Ginn & Co.
 Boys' and girls' baseball. Gr. 5 & 6.

Twenty-Dollar Horse

By Gerald Raftery. \$2.75. Messner.
 Two boys with an old carnival horse. Ages 12-14.

Buzz Wants a Boat

By Neil Anderson. \$2.50. Messner.
A 1956 story for ages 7-9.

Debora Todd

By Holly Wilson. \$2.75. Messner.
A "tomboy" who plans to become a genius. Ages 11-13.

Kim of Korea

By Norris & Lunn. \$2.75. Messner.
A 10-year-old orphan. Ages 9-12.

Roy Sato: New Neighbors

By Vanya Oakes. \$2.75. Messner.
A California story. Ages 8-12.

The Secret Cowboy

By Marjorie Rosevear. \$2.50. Messner.
A 10-year-old learns. Ages 8-12.

Victory Drums

By Eva Betz. \$2.50. St. Anthony Guild.
Fourth and last of series of historical novels for young people which bring the Revolution to life.

RELIGION

Catholic Treasury Books

A new series of books for children of elementary school age. Each \$2. Bruce.

Simon O' the Stock, by Anne Heagney — from legend and fact. *Boy of Philadelphia*, by Frank Morris — 1776 in Philadelphia, Continental Congress, viewed by 13-year-old boy. *A Candle for Our Lady*, by Regina Hunt — English boy and girl make a dangerous pilgrimage to shrine at Walsingham. *A Hand Raised at Gettysburg*, by Grace & Harold Johnson — Civil War as seen by a drummer boy.

Students' Guide to Maryknoll, The Field Afar

A monthly supplement to the missionary magazine. Geography, history, spelling, English, religion, games and quizzes. Grades 6-9.

Christian Child's Stories

Paperbound, Ill. in 4 colors. 50 cents each. Bruce.
Jesus Shows Me the Way, by Rev. Geo. M. Dennerle & Sr. M. Magdala, S.N.D. *The Little Swiss Guard*, by Mary Dick. *Father Brennan's Tip-Top Tales*, by Rev. Gerald Brennan. *The Little Alphabet*, by Jessica Powers (verses for the letters of the alphabet).

St. Christopher for Boys and Girls

By Catherine Beebe. \$2. Bruce.
With crayon drawings. Ages 8-11.

Bible Children

By Plagie Doane. \$2.75. Lippincott.
The stories of ten Old Testament children. Gr. 4-6. Ask for Catholic edition with Imprimatur.

Picture-Story Books

Published by Geo. A. Pfbaum.
Behold the Handmaid, 20 cents. Beautifully illustrated story of Our Lady; *Fire of Heaven*, by James T. Feely, 15 cents, the story of Lourdes and Bernadette; *Of Such Is the Kingdom*, 15 cents. Lives of Dominic Savio, Maria Goretti, St. Gemma Galgani, St. Agnes, St. Stanislaus; *The Message of Fatima*, by Don Sharkey, 15 cents; *The World Is His Parish*, by Mary Fabian Windeatt, 15 cents. Biography of Pope Pius XII.

SOCIAL STUDIES

American Heritage Series

By various authors. Each \$1.59. Am. Book Co.
A series of juvenile books developing the important inventions and discoveries in American history.

Picture Map Geography of Asia

By Quinn. \$2.50. Lippincott.
Illustrated book for Gr. 7-9.

Berries in the Scoop

By Lenski. \$2.25. Lippincott.
Family story of the cranberry bogs. *Roundabout America Series*. Gr. 1-3. 1956.

We Live by the River

By Lenski. \$2.25. Lippincott.
Another *Roundabout America* book. Gr. 1-3. 1956.

Our Neighbors of the Pacific

By Clifford Welch. Beckley-Cardy.
Children in Hawaii, New Zealand, Australia, Hong Kong, Java, Philippines, Japan, and Alaska. Gr. 4.

Magic Coffee Grounds

By Mildred Comfort. Beckley-Cardy.
Frontiers of Brazil. Gr. 4.

The Mission Indians of California

By Sonia Bleeker. \$2.25. Morrow.
"Vividly presented through the eyes of a ceremonial singer." Ages 8-12. 1956.

Deserts

By Delia Goetz. \$2. Morrow.
"Physiography; human, animal, and plant life; modern development." Ages 8-12. 1956.

The Chippewa Indians

By Sonia Bleeker. \$2. Morrow.
The rice gatherers of the Great Lakes. Ages 8-12. 1955.

The Pueblo Indians

By Sonia Bleeker. \$2. Morrow.
Life of the "farmers of the Rio Grande." Ages 8-12. 1955.

Corn-Farm Boy

By Lois Lenski. \$3. Lippincott.
Story of an Iowa farm boy. Gr. 4-6.

Project Boy

We Live in the City

By Lois Lenski. Each \$2. Lippincott.
Two books in the "Roundabout America" series for gr. 1-3.

Portraits of the Nations Series

A series for Gr. 7-9, pub. by Lippincott.
Three recent additions are: *The Land and people of Australia* by Godfrey Blunden, \$2.75; *The Land and People of Ireland*, by Elinor O'Brien, \$2.75; and *The Land and People of Spain*, by Loder, \$2.75.

MISCELLANEOUS

Fun With Wire

By Leeming. \$3. Lippincott.
Many things that can be made with wire. Gr. 4-6. 1956.

Sew Easy for the Young Beginner

By Peggy Hoffman. \$2.75. Dutton.
Twelve sewing projects, illustrated.

General "Baseball" Doubleday

By Robt. Holzman. \$2.50. Loigmans.
Baseball from its invention by a young West Pointer.

Meat — From Ranch to Table

By Walter Buehr. \$2.50. Morrow.
Ill. for ages 10-14. Feb., 1956.

The Plants We Eat

By Millicent Selsam. \$2.50. Morrow.
Ages 10-14. 1955.

GRADES IX TO XII

ARTS AND CRAFTS

Ideas for General Woodworking

By Frank Clemons. Bruce.

Woodworking Projects and Planning Guide

By K. T. Olson. Bruce.

Rural Electrification

By J. P. Schaezner. \$3.75. Bruce.

Air Conditioning Metal Layout
By Joseph Kaberlein, \$4. Bruce.

Pottery Made Easy

By John Dougherty. \$2.75. Bruce.

Automotive Essentials

By Ray F. Kuns. \$3.36. Bruce.
Enlarged and revised. Illustrated.

Fun With Metal Work

By J. W. Bollinger. Bruce.

Auto-Mechanics, Vols. 1 & 2

By Ray F. Kuns. Each \$1.65. Bruce.
A comprehensive guide to repair of auto engines.

Electrical Essentials for the Practical Shop

By Tustison & Ruehl. \$2.75. Bruce.

Industrial Techniques in the School Shop

By Irvin Sexton. 96 cents. Bruce.

A Primer of Blueprint Reading

By Thomas Diamond. 68 cents. Bruce.

Industrial-Arts Electricity

By Lush & Engle. \$2.56. Bennett.
A 1956 revision. For junior high school.

Drawing and Planning for Industrial Arts

By John L. Feirer. Bennett.
A new (1956) approach.

Mechanical Drawing Problems

By Berg & Kronquist. \$2.80. Bennett.
Rev. (1956). Easy to teach to high school students.

Bird Houses

By Perry & Slepicka. \$1.75. Bennett.
A complete book on making livable homes for birds. Photographs of birds.

Making Things of Wood

By Soeteber & Moore. Bennett.
A 1956 book of projects for the young homecraftsman and beginning shop student.

Woodshop Tool Maintenance

By Cunningham & Holtrop. Bennett.
A 1956 textbook for colleges and technical schools; handbook for homeowner and shop teacher.

Industrial Arts Woodworking

By John L. Feirer. \$2.96. Bennett.
New, 1955, ed. of an outstanding, complete textbook for use of hand tools and simple machines. Abundant teacher's aids. 46 practical projects.

Advanced Woodworking Workbook

By John L. Feirer. \$1.28. Bennett.
Based on the text *Advanced Woodwork and Furniture Making*. With a wealth of teacher's aids.

Drawing for Young Artists

By Mary Diller. \$2.37. Pitman.
Shows how, once the child has mastered the six basic shapes, he is prepared to draw anything. Feb., 1956.

Paper Sculpture

By Arthur Sadler. \$4.50. Pitman.

COMMERCIAL

Clerical Payroll Procedures

By Pendery. 2nd ed. (1955). South-Western.

Clerical Office Practice

By Agnen & Others. 2nd ed. (1955). South-Western.

Business Filing

By Bassett & Agnen. 2nd ed. (1955). South-Western.

Filing Office Practice

By Bassett & Agnen. 2nd ed. (1955). South-Western.

Typewriting Office Practice

By Agnen. 2nd ed. (1955). South-Western.

English the Easy Way

By Schacter. (1955). South-Western.

Applied Business Law

By Tisk & Snapp. 7th ed. (1955). South-Western.

Regional Geography of the World

By Wheeler & others. \$6.50. Holt.
An introductory survey, 1955. Text material and readings.

General Business

By Crabbe & others. 7th ed. (1955). South-Western.

Consumer Economic Problems

By Wilson & Eyster, 5th ed. (1956). South-Western.

World Geography

By Pounds & Cooper, 5th ed. (1956). South-Western.

Business Behavior

By Bell & Abrams, 2nd ed. (1956). South-Western.

Alphabetic Indexing

By Fisher, 2nd ed. (1956). South-Western.

Applied Economics

By Dodd, 5th ed. (1956). South-Western.

Projects in Clerical Practice

By Goodfellow & Rosenberg. (1956). South-Western.

Effective Business English

By Aurner, 4th ed. (1956). South-Western.

Industrial and Commercial Geography

By Smith & others. 4th ed., \$6.95. Holt.

ENGLISH

The Enjoying English Series

By Wolfe, Geyer, & others. Singer.

This series of grammar and composition for gr. 9-12 motivates the students. An outstanding series.

The St. Thomas More Series of Prose and Poetry

By Maline & others. Singer.

Four anthologies for gr. 9-12, edited and written from a Catholic viewpoint. Books are newly designed with masterpiece paintings in color and illustrations for interpretation. Many teaching aids.

English for Today

By Gray & Hach. Gr. 9, \$2.68; Gr. 10, \$2.72; Gr. 11, \$2.80; Gr. 12, \$2.84. Lippincott.

1955 ed. of a popular book covering all the language arts.

American Speech

By Hedde & Briggance. \$3.40. Lippincott.

Fourth ed. of a basal textbook.

Teen-Age Tales, Bk. 3

By Strang & Heavey. \$2.12. Heath.

For slow readers. Teen-age interest and sixth-grade difficulty.

English in Action

By Tressler & Christ. Heath.

Courses One and Two (gr. 9-10), each \$2.96;

Courses Three and Four (gr. 11-12), each \$3.12.

The sixth edition of a popular series. Practice books and teacher's Manuals available.

Fries American English Series

By Rojas & others. Heath.

Book Five, \$2.56; *Teacher's Guide*, \$3.25. For the study of English as a second language. Oral approach. For grades 10, 11, and 12.

New Trails in Reading

By Carol Hovious. \$3.20. Heath.

Techniques in reading. Variety of subject matter and approaches. Program charts in speech and comprehension.

Essentials of Discussion and Debate

By Halbert Gulley. \$1.50. Holt.

A concise handbook. 1955.

Speech and Your Personality

By Nelson & Atkinson. Sanborn.

To motivate the student.

Our Reading Heritage

By Wagenheim & others. Holt.

Exploring *Life* (gr. 9) (1956), \$3.88; *Ourselves and Others* (gr. 10) (1956), \$3.96; *This is America* (gr. 11) (1957); *England and the World* (gr. 12) (1957).



Students of St. James School, Decatur, Ill., had a bonfire at which they burned bad comics and magazines after a parade carrying posters praising good comics and condemning the bad ones. School Sisters of St. Francis are the teachers.

Modern Journalism

By Carl Miller. \$2.68. Holt.

Textbook and guide in high school editing and publishing. 1955.

English At Work

By Bryant & others. 4 books, gr. 9-12. Scribner's. Revised, 1956, series with colored illustrations.

An integrated and developmental series. Grammar, punctuation, and spelling studied in natural situations as each principle becomes useful to express and clarify meaning.

Making Friends With Words

By Julian Drachman. Globe Book Co.

A functional word study.

Building Word Power

By Orgel & Works. Paper, 90 cents. Cloth, \$1.50. Oxford Book Co.

A 1955 book of exercises and reviews. Especially good in preparing for examination.

Good English Through Practice

By Marjorie Barrows. \$2.76. Holt.

Drillbook. Teacher's manual available.

Let's Read!

By Murphy & others. Holt.

A series for retarded readers, gr. 7-12. Books 1 & 2 are of 4th gr. readability and 7th & 8th gr. interest. Book 3: *Growing Up in Reading* and Book 4: *Reading for Life* are 1955 titles.

HOME ECONOMICS

Living for Young Moderns

By Irene McDermott. \$3.80. Lippincott.

A Feb., 1956, text for senior high school home economics and guidance.

The Story of Isabel Bevier

By Lita Bane. \$3.50. Bennett.

The story of a pioneer home economist.

Meal Planning and Table Service

By Beth McLean. \$3. Bennett.

Homemaking for Teen-Agers

By McDermott & Nicholas. \$3.48. Bennett.

LANGUAGES

French for You

By Cabat & Fanning. 2 books, each 96 cents. Oxford Book Co.

Second-Year Spanish

By Udon & others. \$3.80. Ginn & Co.

Review of 1st yr. minimum of grammar. Short readings.

Record Album for Stanbach-Walsh

First-Year Spanish. Net, \$10. Ginn & Co.

Lecturas Y Leyendas

By Kent & Roalfe. \$2.60. Ginn & Co.

Legends from folklore of Latin-American countries, readings, and plays.

I Rusteghi

By Goldoni. Tr. into Italian and edited by Joseph L. Russo, for 3rd year classes. Exercises. Heath.

Spanish Idioms

By M. B. Jones. \$1. Heath.

Sixteen lessons, with exercises, reviews, a verb appendix, and vocabulary.

El Espanol Al Dia

By Lurk & Allen. Books One and Two. \$3.40 & \$3.60. Heath.

Conversational Spanish.

Erich Wird Kaufmann

By Muhler-Schulte. Ed. by Kind. \$1.60. Heath.

A boy's adventures in an electric appliances firm. For 1st and 2nd year classes.

Progressive German Readers, Bk. 5, Wallenstein

By Spann & Leopold, 68 cents. Heath.

The 5th book of graded German readers.

Cours Elementaire De Francais

Cours Moyen De Francais

By Dale & Dale. \$3.40 & \$3.60. Heath.

The 2nd ed. of a series featuring conversation.

Rongel

By Drivernois. Ed. by Bowman. \$1.80. Heath.

A 3-act comedy for intermediate French classes with exercises.

Vingt Contes Du Vingtieme Siecle

By Belle & Haas. \$2.80. Holt.

20 modern short stories. Gr. 9-10.

Lernen Sie Deutsch

By Burkhard & Menze. \$4.50. Holt.

A new, 1955 ed.

Le Notaire Du Havre

By Georges Duhamel. \$2.80. Holt.
A novel.

Im Wandel Der Jahre

By Harold Von Hofe. \$4.40. Holt.
An elementary German reader with mature fare and limited vocabulary.

MUSIC

Music Makers

By Pitts & others. \$3.56. Ginn & Co.
63 songs for high school.

Singing the Liturgy

Sr. Marietta, S.N.J.M. \$4.50. Bruce.
Comprehensive 4-gr. course in Gregorian Chant. Tchr., 1956.

Choral Musicianship Series

Book One (soprano & alto), by Wilson. Silver.
Selections for choral singing. Recordings of all selections.

Music From Shore to Shore

By Leeder & Haynie. Silver.
Songs for everyone and programs for special occasions.

MATHEMATICS

Workbook for Mathematics to Use

By Mary Potter. \$1.28. Ginn & Co.

Algebra, Book One, Elementary Course

By Welchons & others. Ginn & Co.
Rev. ed. of a popular book.

Modern Trigonometry

By Brixley & Andree. \$3.50. Holt.

New Trigonometry

By Mallory. Rev. ed. Sanborn.

Senior Mathematics

By Mallory & Fehr. New ed. Sanborn.
For senior year of high school.

First Algebra

By Mallory. Rev. ed. Sanborn.
A self-teaching textbook.

Algebra

By Fehr & others. Courses *One* and *Two*, each \$3. Heath.
Mathematics meaningful to students. Helps students to discover meanings. Teacher manuals available.

Higher Arithmetic

By Mallory & Skeen. Sanborn.
Review for upper years of high school. General refresher, commercial arithmetic, and consumer mathematics.

Algebra in Easy Steps

By Edwin I. Stein. \$2.48. Van Nostrand.
The 3rd ed. of a textbook "that assures success to all first year students."

Trigonometry

By Smith & Hanson. World Book Co.
In preparation. A teachable book, integrating trigonometry with previous mathematical experience. Color for emphasis and interest. Practical applications.

Algebra One

Algebra Two

By Smith & Lankford. World Book Co.
Bk. One, \$2.80, tests, 24 cents; Bk. Two, \$3, tests, 36 cents. Designed for today. Feature functional use of color. Inductive development from arithmetic. Readiness exercises review before each new step. Bk. Two integrates algebraic principles with geometry and trigonometry.

Plane Geometry

By Smith & Ulrich. World Book Co.
This textbook now in preparation provides gradual development of basic principles, extensive testing, colored diagrams. Shows geometry applied in science.

RELIGION

The Catholic Faith

By Rev. John A. O'Brien. 95 cents. Ave Maria.
The rational grounds for belief and doctrinal explanations from Baltimore Catechism No. 3. Maps and charts are included.

Spirituality for Postulate, Novitiate, Scholasticate

By James F. McElhone, C.S.C. \$3. Ave Maria.

Tips for Teens on Love, Sex, and Marriage

By Mrs. Alvina Burnite. \$1.25. Bruce.
A Catholic mother explains God's plan on this subject.

Supernatural Life

By Rev. Paul M. Baier. 25 cents. Pub. by the author at 225 Blackman St., Wilkes-Barre, Pa.
A simple course in the essentials of religion. Second printing, 1955.

SCIENCE

Graphic Survey of Physics

By Alexander Taffel. Paper, \$1. Cloth, \$1.80. Oxford Book Co.

Activity Units in Chemistry

By Duskin & Rawson. \$1.10. Oxford Book Co.
April, 1955. Systematic review.

Modern Physics

By Dull & others. \$4.56. Holt.
Rewritten, 1955, ed.

Modern Biology

By Moon & others. \$4.88. Holt.
A standard textbook. 1956.

General Science for High School

By Painter & Skewes. Mentzer.
A 1955 revised edition which is being used in many Catholic high schools. Illustrated with diagrams and photographs. Well organized for teaching. Reverent in tone with many references to our Creator. Teacher's manuals available.

General Science

By Smith & Jones. \$3.96. Lippincott.
A new book for gr. 9. A workbook for the text available at \$1.60.

Our Environment: How We Use and Control It

By Wood & Carpenter. Allyn & Bacon.
A 1956 revision. Gr. 9.

Basic Studies in Science Program

By Beauchamp, Mayfield, West. Scott-Foresman.
Science Problems, Book 3 (and study book). *Everyday Problems in Science* (and study book).

New World of Chemistry

By Jaffe. Silver.
A 1955 ed. stresses chemical theory and applies chemistry to industry. Laboratory and workbook units and tests.

Chemistry in Action

By Rawlins & Struble. Heath.
The 3rd ed. completely modernized. Illustrations. Review questions. Film list. Laboratory manual, teachers handbook, tests, and keys available.

Semimicro Laboratory Exercises in High School Chemistry

By Weisbruch. \$1.88. Heath.
New edition, a pioneer manual. Experiments fit any standard textbook. Teacher's Guide available.

SOCIAL STUDIES

Across the Ages

By Louise I. Capen. \$4.28. (Handbook, 48 cents; workbook, \$1.36; *Recent Events*, 20 cents). Am. Book Co.

A complete world history. *Recent Events* is an annual supplement.

United States History

By Fremont P. Wirth. \$4.04 (teacher's manual, 80 cents; *Recent Events*, 20 cents; workbook with tests, \$1.08; *Audio-Visual Teaching Aids*, 60 cents). Am. Book Co.

Our Government — the Christian Social Way

A one-year course adoptable to gr. 7-12, based on the curriculum developed at the Catholic University of America. The third, revised ed., 1955, includes full-color reductions of 24 wall charts, with complete explanation and study guide. Published by Denoyer.

Visualized Problems of American Democracy — Catholic School Edition

By Kenneth D. Hart, ed. by Rev. Chas. G. McAleer. 1955 ed. Paper, 90 cents. Cloth, \$1.65. Oxford Book Co.

Visualized American Government

By Philip Dorf. Paper, \$1. Cloth, \$1.80. Oxford Book Co.
New 1955 ed. includes careful analysis of the Constitution.

Visualized World Geography

By Wm. S. Roeder. Paper, 90 cents. Cloth, \$1.75. Oxford Book Co.
For gr. 9 & 10. 1955 ed.

The World in Our Day

By Joseph Peck. 80 cents. Oxford Book Co.
U. S. and world events since World War II.

Visualized American History

By Philip Dorf. 80 cents. Oxford Book Co.
1955 ed. From beginning to Eisenhower.

Visualized World History

By Philip Dorf, 80 cents. Oxford Book Co.

Visualized Modern History

By Philip Dorf. 80 cents. Oxford Book Co.



Catholic Press Month display in February, 1954, at Blessed Sacrament School, South Ft. Mitchell, Ky. Benedictine Sisters are the teachers.

Labor in America

By Faulkner & Starr. \$1. Oxford Book Co.

Graphic Survey of American History

By Philip Dorf. Paper, \$1. Cloth, \$1.80. Oxford Book Co.

Youth Faces American Citizenship

By Alikunas & others. \$4. Lippincott.
A new book of other high school problems in democracy.

Facing Life's Problems

By Lavonne A. Hanna. Rand McNally.
A textbook in sociology, economics, and civics for 12.

American Government in Today's World

By Rienow. \$4.20. Heath.
A new book for one or two semesters. Charts, graphs, outlines, summaries, and special projects.

The Record of Mankind

By Roehm & others. Heath.
The 1956 ed. World history, includes Geneva meetings, modern emphasis. Study guide and teachers manual available.

Story of Nations

By Rogers & others. \$4.88. Holt.
A 1956 textbook in history.

History of Our Country

By Muzzey. \$4.40. Ginn & Co.
A well-known history in a new copyright edition.

Understanding Our Government

By Geo. Bruntz. \$4. Ginn & Co.
Local, state, and national government. Duties of citizenship. Charts and diagrams.

Catholic Social Doctrine

By Daniel O'Connor, C.S.V. \$3.50. Newman.
A new book (textbook and book of information on Catholic principles of sociology.

Magruder's American Government

1956 revision of McClenaghan. Allyn & Bacon.
This popular textbook in civics appears on January 1 each year in a revised edition.

Our World and Its Peoples

By Kolevzon & Heine. Allyn & Bacon.
A new textbook in world geography for high schools. Spring of 1956.

Building Citizenship

By Hughes & Pullen. Allyn & Bacon.
A complete revision of Hughes' book for gr. 9. Spring of 1956.

Making of Today's World

By Hughes & Pullen. Allyn & Bacon.
A 1956 revision of Hughes' book.

IX TO XII LIBRARY BIOGRAPHY

Young Mary Stuart

By Marian King. \$2.50. Lippincott.
Unfictionized. For gr. 7-9.

Glory of Christ

By Mark Leo Kent, M.M. & Sister M. Just. \$3.75. Bruce.
Sketches of 200 missionaries from St. Peter to the present.

Ambassador in Chains

By Bishop Raymond A. Lane, M.M. \$3.50. Kenedy.
The story of Bishop Patrick James Byrne, apostolic delegate to Korea.

Famous Signers of the Declaration

By Dorothy H. McGee. \$3. Dodd.
Story of the Declaration of Independence and lives of the signers.

The Broken Sword

By Covelle Newcomb. \$3.50. Dodd.
The story of Bartolome de las Casas, the first priest ordained in America, who became the first Protector General of the Indians.

An Autobiography from the Jesuit Underground

By William Weston. \$4. Farrar.
The author was a Jesuit who was imprisoned in the Tower of London before the death of Queen Elizabeth.

St. Francis Xavier

By James Brodrick, S.J. \$5. Farrar.

Pius XII: Pope of Peace

By Oscar Halecki & James F. Murray, Jr. \$4.50. Farrar.

Cross Upon Cross

By Rev. Francis B. Thornton. \$3.75. Benziger.
The life of Pope Pius IX.

The Burning Flame

By Rev. Francis B. Thornton. \$3.50. Benziger.
Life of Pope Pius X.

In Heaven We Shall Rest

By Katherine Burton. \$3.50. Benziger.
Life of Vincent Pallotti, pioneer of Catholic Action.

Stars Beyond the Storms

By Katherine Burton. \$3.50. Benziger.
Life of Father Pernet, founder of the Little Sisters of the Assumption.

The Heart of Father Damien

By Vital Jourdain, S.S.C.C. Tr. by Francis Larkins, S.S.C.C. & Chas. Davenport. \$4.75. Bruce
A definitive biography.

Glory of Christ

By Mark L. Kent, M.M. & Sr. M. Just, M.M. \$3.75. Bruce.
Sketches of the lives of 200 missionaries from Apostolic times to the present.

Baseball Immortals

By Ed. Burkholder. \$2.50. Christopher.
Feats and fortunes of players.

The Women of the Bible

By Cardinal von Faulhaber. \$3.50. Newman.

Josephine Van Dyke Brownson

By Walter Romig. \$3. Romig.
Biography of the granddaughter of Orestes Brownson who is a Laetare Medalist.

St. Francis Solanus

By Franchon Royer. \$2.50. St. Anthony's.
Biography of the apostles to South America.

America's First Cowgirl

By Mulhall & Day. \$2.95. Messner.
Biography of an actual champion.

Angel of Mercy

By Rachel Baker. \$2.95. Messner.
The story of Dorothea Dix, chief nurse of Union army in the Civil War.

Booker T. Washington

By Shirley Graham. \$2.95. Messner.

Isaac Newton

By Harry Sootin. \$2.95. Messner.

Played by Ear

Autobiography of Rev. Daniel A. Lord, S.J. Pub., March 5, 1956. Hanover House.

James Bowie and His Famous Knife

By Shannon Garst. \$2.95. Messner.

John Charles Fremont

By Olive Burt. \$2.95. Messner.

Julius Caesar

By Manuel Komroff. \$2.95. Messner.

Roald Amundsen

By J. Alvin Kugelmass. \$2.95. Messner.

The Stan Musial Story

By Gene Schoor. \$2.95. Messner.

Jean Henri Dunant

Biography of the founder of the International Red Cross. 1956.

Queen Victoria

By Molly Haycraft. \$2.95. Messner, 1956.

Bishop of the Winds

By Gabriel Breynat. \$3.75. Kenedy.
Adventures of a French missionary who, for 51 years, worked among Indians and Eskimos.

The Golden String

By Bede Griffiths, O.S.B. \$3.50. Kenedy.
An autobiography—the author's discovery of Christianity, the Catholic Church, and the monastery.

Ambassador in Chains

By Most Rev. Raymond A. Lane, M.M. \$3.50. Kenedy.
Biography of Bishop Patrick J. Byrne who labored for 25 years in Korea and Japan.

Pierre Toussaint

By Arthur & Elizabeth Sheeham. \$3.50. Kenedy.
Biography of an outstanding "gentleman of Old New York" who was born a slave in Haiti.

The Young Hilaire Belloc

By Marie Belloc-Lowndes. \$3.50. Kenedy.

St. Ignatius and His Company

By Theodore Maynard. \$3. Kenedy.

St. John Fisher

By E. E. Reynolds. \$6. Kenedy.
Pub., Feb., 1956.

St. Joseph

By Henri Rondet, S.J. \$4. Kenedy.
Pub., May, 1956.

Four Biographies

By Jay Greene (ed. and abridged). Globe Book Co.
Includes *Autobiography of Benjamin Franklin*; *The First Woman Doctor* (Eliz. Blackwell), *From Immigrant to Inventor* (Michael Pupin), and *Will Rogers*. For school use. 1956.

FICTION

Island in the Bay

By Simpson. \$2.50. Lippincott.
A boy on a Maine island. Jr. H.S. 1956.

The Land and People of the Philippines

By Vaughn. \$2.75. Lippincott. 1956.

The Fabulous Phonograph

By Gelatt. \$4.95. Lippincott.
Complete story of the development of the phonograph from 1877 to present.

Arrows in the Jungle

By Lambert Bartels, C.M. Tr. by C. Louws, C.M. \$2.95. Bruce.
An actual attack by Indians on a tiny colony in Brazil.

The Hills Were Liars

By Riley Hughes. \$3.25. Bruce.
A novel of the post-atomic age.

Rainbow Tomorrow

By Nicolette Stock. Bruce.
True-to-life story of a Philippine girl and a farmer for ages 9-12. In preparation.

Cager's Challenge

By John Gartner. \$2.75. Dodd.
Athletic coach fights to overcome defeatist attitude of team and problems of individual players. Author is a former coach.

The Adventures of Duc of Indochina

By Albert J. Nevins, M.M. \$2.75. Dodd, Mead.
A tale of adventure with Communists.

The House of Peace

By Louisa A. Dyer. \$2.75. Longmans.
Life with the Mohican Indians and Dutch settlers on the Hudson. Jan., 1956.

A Flair for People

By Helen Wells. \$2.75. Messner.
Ann's overenthusiasm cost her her first job, but she became a successful personnel counselor.

Karen's Nursery School Project

By Betty Harris. \$2.75. Messner.



A Catholic Press Month exhibit at St. Gregory High School, St. Nazianz, Wis. Franciscan Sisters are in charge of the school.

Introducing Patti Lewis, Home Economist
By Helen Wells. \$2.75. Messner. 1956.

Captain Horatio Hornblower
By Forester. Abridged & ed. by Burton. Globe Book Co.
Combines the 3 books—*Beat to Quarters*, *Ship of the Line*, and *Flying Colors* in a one-volume school edition.

Captain from Castile
By Shellabarger. Ab. & ed. by Law. For school use with teaching aids.

20,000 Leagues Under the Sea
By Verne. Adapted by Burton. Globe Book Co.

Stories of Our American Past
By Wolfe. Globe Book Co.
30 stories for upper grades.

Great Adventures
By Frederick Houk Law. Globe Book Co.
30 stories of famous people.

Parnassus on Wheels
By Christopher Morley. Two classic stories reprinted in one volume. \$6. Lippincott.

RELIGION

Lend Me Your Hands
By Bernard F. Meyer, M.M. \$3.25. Fides.
A book for lay apostles by a veteran missionary.

In and Out of the Andes
By Sister Maria Del Rey. \$3.95. Scribner's.
A Maryknoll Sister gives a journalistic account of missionary travels from Yucatan to Chile.

Stop, Look and Live
By James G. Keller, M.M. \$2. Garden City Books, 1955.
A Christopher thought for each day of the year.

Maryknoll Golden Book
Ed. by Albert J. Nevins, M.M. \$4.50. Book Treasures, New York, N. Y.
An anthology of mission literature with gravure pictures.

Fatima in the Light of History
By Costa Brochado. Tr. by Geo. A. Boehrer. \$4.50. Bruce.
Effects of Fatima on Portugal—the rise, decline, and resurgence of Christianity in Portugal.

Jesus, Son of David
By Mother M. Eleanor, S.H.C.J. \$3.25. Bruce.

A New Way of the Cross
By M. Raymond, P.C.S.O. 50 cents. Bruce.
A pocket edition of Father Raymond's meditations on the Way of the Cross with pictures of the hands and feet of our Lord.

Indulgences
By Winifred Herbst, S.D.S. Bruce, 1956.
Indulgences and how to gain them.

Cleanse My Heart
By Vincent P. McCorry, S.J. \$2.75. Newman.
Meditations on the Sunday Gospels.

The Golden Man
By Anthony Ross, O.P. \$2. Newman.
Adapted from *The Golden Legend* of Blessed James de Voragine, O.P. (1230?-1298).

Standing on Holy Ground
By Robert Nash, S.J. \$2.75. Newman.
An Irish Jesuit gives his impressions on touring the Holy Land.

The Salt of the Earth
By Andre Frossard. \$2.95. Kenedy.
A book about monks for those who know little about them.

What the Church Gives Us
By Rt. Rev. Msgr. James P. Kelly & Mary T. Ellis. \$2.50. Kenedy.

Butler's Lives of the Saints
Ed. and supplemented by Herbert Thurston, S.J. & Donald Attwater. Prepublication price, \$35. Kenedy.
Most complete in English. 2500 biographies. May, 1956.

Behold the Man
By Ward Caille. 75 cents. Paluch.
Presents the life of Jesus as it was, the most momentous adventure ever enacted on earth.

Mary Communes with the Saints
By Raphael Brown. \$2.25. Grail.
Fifteen saints with whom our Lady communed while they were in this life.

MISCELLANEOUS

The Brownson Reader
Ed. by Alvin S. Ryan. \$4.50. Kenedy.
Representative writings of Orestes A. Brownson.

Complete Book of Woodwork
By Hayward. \$3.95. Lippincott.
Guide to woodworking as a hobby or craft. Dimensioned drawings, etc.

This Is the Way to Study
By Brown. \$2.25. Lippincott, 1956.

The Blessings of Liberty
By Chafeec. \$3.95. Lippincott.

Sand in My Eyes
By Laune. \$3.50. Lippincott.
An old lady tells of life on the Southwest frontier. 1956.

Land of Sky-Blue Waters

By August Derleth. \$2.75. Dutton.
Story of Henry Schoolcraft's journey to find the source of the Mississippi in 1820.

Southeast Asia in Five Hours

A symposium of surveys of Burma, Malaya, Thailand, Vietnam, and the Indo-Chinese peninsula. Maps, pictures, and discussion topics. Paper. Ten copies with teacher's guide, \$1.75. Catholic Student's Mission Crusade, 5100 Shattuck Ave., Cincinnati 26, Ohio.

I'll Die Laughing!

By Joseph T. McGloin, S.J. \$2.75. Bruce.
Reminiscences of his days in the Jesuit seminary. Illustrated with cartoons.

Educational Opportunities for Youth

Ed. by Walter Daniels. \$2. Wilson.
The "Reference Shelf" book for the 1955-56 high school debate program. Quotes prominent people for and against federal aid to colleges and on "Alternatives to Federal Aid."

The Papacy: A Brief History

By James A. Corbett. \$1.25. Van Nostrand.
The author is a professor of history at Notre Dame. Pub., Jan., 1956.

Getting Started in Farming

By Johnson & others. \$4.20. Van Nostrand.
A comprehensive course in farm management for vocational agriculture students.

Conserving Soil

By M. D. Butler. \$3.96. Van Nostrand.

Seven Baskets

By Isidore O'Brien, O.F.M., \$2. St. Anthony's.
Essays on problems of life.

Man Takes a Drink

Facts and principles about alcohol.

The World Was Wide

By Geo. Tait. \$3.50. Bennett.
Exploration from Marco Polo to now.

REFERENCE BOOKS

Webster's New International Dictionary
Second ed., copyright, 1954. \$35 to \$49.50. Merriam.

Webster's Biographical Dictionary
Copyright, 1953. \$7.50. Merriam.
Biographies of some 40,000 persons.

Webster's Dictionary of Synonyms
Copyright, 1951. \$5. Merriam.

Webster's Geographical Dictionary
1955 Rev. Ed. \$8.50. Merriam.
Latest census figures. More than 40,000 places with accurate geographical and historical information. 177 maps. Guide to pronunciation.

Webster's New Collegiate Dictionary
Largest abridgment of the *International*. A best seller. For home, school, office, and professional workers.

The Book of Knowledge
20 vols. Redesigned, revised. A popular standard school encyclopedia. Grolier.

Richards Topical Encyclopedia
15 vols. Grolier.

Lands and Peoples
7 vols. Grolier.
The geographical, historical, and cultural story of nations and peoples, for gr. 6-12.

The Book of Popular Science
10 vols. Grolier.
"The only general science reference series planned for junior and senior high school students."

Grolier Encyclopedia
10 vols. Grolier.
"A comprehensive, short-entry encyclopedia for convenient use by junior and senior high school students."

Compton's Pictured Encyclopedia

16 vols. F. E. Compton & Co.
This popular reference for schools is revised continuously.

The Encyclopedia Americana

30 vols. "Profusely illustrated general reference work containing some 25,500 pp. Its major aim is to present subjects in an interesting, clear, and concise style understandable to junior and senior high school students as well as to the general reader. Since 1950 more than 21,000 pages have been completely revised, rewritten, and reset." Americana Corporation.

Collier's Encyclopedia

20 vols. with annual supplement. The 1956 edition will be ready in February. P. F. Collier.

Collier's World Atlas & Gazetteer

Revised edition published in Oct., 1955. P. F. Collier.

The National Catholic Almanac

Published annually by St. Anthony Guild, 1956 ed. Paper, \$2. Cloth, \$2.50.

Cosmopolitan World Atlas

New Centennial Edition. \$13.95. Rand McNally.
The latest colored maps, statistics, etc. For home, school, or office. 408 pp. 11 by 14 in.
The same company lists several abridged atlases, special purpose atlases, and low-priced reference works for individual students.

The Guide to Catholic Literature, 1954

An annotated international author-title-subject bibliography of Catholic books. \$3.75. Romig (1955).

The American Catholic Who's Who

12th Biennial ed., 1956-57. \$7.50 (to schools \$6.75). Jan. 14, 1956. Romig.

Directory of Catholic Colleges and Schools

1956 ed. \$3. National Catholic Welfare Conference. Dept. of Education. 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Holt Spanish & English Dictionary

By Edwin B. Williams. \$7.50. Holt.
Complete, new, all-purpose dictionary of Spanish-English and English-Spanish.

FOR LIBRARIANS

Twentieth Century Authors

First Supplement. Ed. by Stanley Kunitz. \$8. Wilson.

The Family Book Shelf

Compiled by Wm. A. Fitzgerald, Ph.D. as a Confraternity Publication. 25 cents. St. Anthony's.
A graded, annotated list of 10 titles for each level from pre-school to Gr. 12.

Books On Trial

Book review magazine published 8 times a year by the Thomas More Association, 210 West Madison Ave., Chicago 6, Ill. \$3 per year. (\$5 for 2 yrs.). Presents reviews from a Catholic literary point of view. Includes juvenile review section with recommendations for Catholic libraries.

Library Manual

By Marie A. Toser. 70 cents. Wilson.
A study-work manual on the use of books and libraries. 5th ed. 1955.

Criteria for Business-Sponsored Educational Films

By Association of National Advertisers. 75 cents. Dept. of Audio-Visual Instruction, NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

Subject Index to Books for Intermediate Grades

By Eloise Rue. \$6. A.L.A.

Administering Library Service in the Elementary School

By Jewel Gardiner. \$3.50. A.L.A.

Vacations in Fact and Fiction

By Kathryn Haebich. \$1.25. A.L.A.
Annotated list of books for career backgrounds and inspirational reading.

Index to Folk Dances and Singing Games, Supplement

By Minneapolis Pub. Library. \$1.25. A.L.A.
Analyzes some 60 collections of dances and games. 1936-1948.

Inexpensive Books for Boys and Girls

By Subcommittee of A.L.A. 65 cents. A.L.A.
More than 700 titles at \$1.50 or less.

Subject Index to Books for Primary Grades; First Supplement

By Eloise Rue. \$1.25. A.L.A.

An Ample Field; Books and Young People

By Amelia Munson. \$3. A.L.A.
Reading interests of youth.

A Basic Book Collection for High Schools

By an A.L.A. committee. \$2.75. A.L.A.
Evaluates 1700 titles and refers to related books.

A Basic Collection for Junior High Schools

Ed. by Bernes & Sacra. \$1.75. A.L.A.

Books for Tired Eyes

By Matson & Larson. \$1. A.L.A.

Subject and Title Index to Short Stories for Children

Compiled by a subcommittee of the A.L.A. 1955. \$5. A.L.A.

To assist in locating hard-to-find stories on specific or related subjects, gr. 3-9. Indexes about 5000 stories.

The Library in High School Teaching

By Martin Rossoff. \$2. Wilson.
A practical book to help teachers to get the most value from the library.

FOR TEACHERS

Religion: Kindergarten

By Sister M. Rosary Corrigan, O.P. "A Course of Study in Religion" based on the curriculum "Guiding Growth in Christian Social Living." Pub. by Catechetical Guild, 147 East Fifth St., St. Paul 1, Minn.

N.C.W.C. Educational Publications

The following books and pamphlets may be obtained from the Dept. of Education of the National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Progressive Education, 10 cents; *The Activity Curriculum in the Light of Catholic Principles*, 10 cents; *The Nun in Education*, 5 cents; *Day Care of Pre-School Children*, 15 cents; *Summary of Catholic Education, High Schools, Colleges, and Seminaries*, 75 cents; *School Bus Transportation Laws*, \$2; *No Wall Between God and the Child*, by Most Rev. John T. McNicholas, O.P., 10 cents; *The Non-Sectarian Bus*, by Rev. W. E. McManus, 10 cents; *Moral Values in American Education*, by Most Rev. James H. Ryan, 15 cents; *The Question of State Aid for Parochial Schools*, by Rev. W. E. McManus, 10 cents; *The Apostolate of the Liturgy*, 15 cents; *The McCollum Case and Your Child*, by Geo. E. Reed, 15 cents; *Catholic Secondary Education, A National Survey*, \$1.50; *The Real Story on Federal Aid to Education*, 5 cents; *The Christian in Action in Education*, 65 cents; *Guide to Professional Courses in Catholic Higher Institutions*, 25 cents; *Teacher's Handbook for Pre-Induction Training*, \$2; *Catholic Elementary Schools—Their Growth and Future*, \$1.

Personnel Management in School Administration

By Chandler & Petty. \$4.75. World Book Co.
A preview of school personnel work. Guidance for superintendents, principals, supervisors, teachers, and staff.

Methods and Materials in Elementary Physical Education

By Jones & others. World Book Co.
A revision and extension of the author's earlier book.

Helping Children Learn

By Brogan & Fox. \$4. World Book Co.
How to provide the kind of environment that promotes learning. A series of accurate pictures of real children learning in real situations. Subtitled: a concept of elementary school methods.

Points for Decision

By Mahoney & Engle. World Book Co.
Problems that students have taken to counselors. Decisions based on psychology, the book is in preparation.

Counseling and Guidance in General Education

By Melvane Hardee. \$5. World Book Co.
A symposium by 18 authorities.

Improving Reading Instruction

By Donal Durrell. World Book Co.
This book, now in preparation, is a practical guide for teachers. Methods of identifying and analyzing needs and abilities at each level. Suggestions for instructional material and techniques.

God, Man, and God-Man

The Holy Spirit and His Work

These are Vols. I and II of a series of six vols. of discussion-club texts, developing the content of the *Revised Baltimore Catechism*, No. 3. St. Anthony's.

Dogmatic and Scriptural Foundation for Catechists

By Rev. Francis J. Connell, C.Ss.R. 50 cents. St. Anthony's.

A Confraternity Publication. Extension of class notes on Baltimore Catechism No. 3, given at summer course at Catholic University of America.

Faith, Reason, and Modern Psychiatry

By Francis J. Braceland, M.D. \$6. Kenedy.

Pastoral Psychology in Practice

By Willibald Demal, O.S.B. \$4. Kenedy.

Psychoanalysis Today

By Agostino Gemelli, O.F.M., M.D. \$2.50. Kenedy.

The Science Teacher in Action

By Helen L. Merrill. \$2.25. Christopher.
A former teacher outlines a new method of instruction Feb., 1956.

You Want to Build a School

By Bursch & Reid. \$4. Reinhold.
The part of each one concerned in planning and building a school.

Teaching Spelling

By Gertrude Heldreth. \$3.95. Holt.
A guide to basic principles and practices. 1955.

The Modern Renaissance in American Art

By Ralph M. Pearson. \$6.50. Harper.

The New Art Education

By Ralph M. Pearson. \$5. Harper.

Methods in Reading

By Edward W. Dolch, Ph.D. \$3.50. Garrard.
A new comprehensive book for teachers by a very well-known authority.

Arithmetic for Teacher-Training Classes

By Taylor & Mills. \$4.25. Holt.
Fourth ed., 1955.

Psychology and Teaching

By Wingo & Morse. Scott-Foresman.
Educational psychology with "classroom centered" approach. 108 pp. of reference.

Safety Education

The National Commission on Safety Education of the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C., will, upon request, send you list of its many publications for teachers and pupils on various phases of safety education.

Christian Design for Sex

By Joseph Buckley, S.M. \$3.50. Fides.
A book by a moral theologian. For parents and others who instruct youth.

Christian Maturity

By John Donohue, S.J. \$3.50. Kenedy.
The role of the Christian in human affairs.

Hope or Despair

By A. M. Carre, O.P. \$2.95. Kenedy.
The Christian reply to modern pessimism.

True Morality and Its Counterfeits

By Dietrich von Hildebrand. \$3. McKay.
A critical analysis of existentialist ethics.

The Handmaid of the Lord

By Adrienne von Speyr. \$3. McKay.
Meditations on the hidden meaning for Christian living in the life of Mary.

The Living Bread

By Thomas Merton. \$3. Farrar.
A meditation on the Holy Eucharist. 1956.

From The Other Side

By Betty Jeffries. \$2.50. Bruce.
A former "anti-Catholic" tells how she discovered the Church.

In Him We Live

By Albert P. McGrann. O.M.I. \$3.45. Bruce.
A brief meditation for each day of the year. Jan., 1956.

LIST OF PUBLISHERS

The following publishers have submitted titles which are included in the foregoing list of books, or they have advertisements in this issue.

The Abbreviation used to designate a publisher precedes the publisher's full name. If the publisher has an advertisement in this issue, the abbreviation or the firm name is set in **Boldface Type**; otherwise in *Light Italics*. See index to advertisers on pages 71 and 72.

Allyn & Bacon—Allyn & Bacon, Inc., 50 Beacon St., Boston 8, Mass.
A.L.A.—American Library Association, 50 East Huron St., Chicago 11, Ill.
Americana Corp.—Americana Corporation, 2 West 45 St., New York 36, N. Y.
Am. Book Co.—American Book Co., 55 Fifth Ave., New York 3, N. Y.
American Peoples Encyclopedia, 179 N. Michigan Ave., Chicago 1, Ill.
Ave Maria—Ave Maria Press, Notre Dame, Ind.
Beckley-Cardy—Beckley-Cardy Co., 1632 Indiana Ave., Chicago 16, Ill.
Bennett—Charles A. Bennett Co., Inc., 237 North Monroe St., Peoria 3, Ill.
Benziger—Benziger Brothers, 6-8 Barclay St., New York 7, N. Y.
Bobbs—Bobbs-Merrill Co., 724 North Meridian St., Indianapolis 7, Ind.
Bruce—Bruce Publishing Co., 400 North Broadway, Milwaukee 1, Wis.
C & G Company, 502 Kingston Rd., Baltimore 29, Md.
Catechetical—Catechetical Guild, 147 East Fifth St., St. Paul 1, Minn.
Catholic Book Publishing Co., 257 West 17 St., New York 3, N. Y.
Christopher—Christopher Publishing House, 1140 Columbus Ave., Boston 20, Mass.
Collier—P. F. Collier & Son Corp., 640 Fifth Ave., New York 19, N. Y.
Compton—F. E. Compton & Co., Inc., 1000 North Dearborn St., Chicago 10, Ill.
Continental—Continental Press, 507 College Ave., Elizabethtown, Pa.
Geo. F. Cram Co., 730 E. Washington St., Indianapolis 7, Ind.
Crawley—John J. Crawley & Co., Inc., 50 West 47 St., New York, N. Y.
Denoyer—Denoyer, Geppert Co., 5235-57 Ravenswood Ave., Chicago 40, Ill.
Dodd—Dodd, Mead & Co., 432 Fourth Ave., New York 16, N. Y.
Dutton—E. P. Dutton & Co., 300 Fourth Ave., New York 10, N. Y.
Encyclopedia Britannica, Inc., 425 N. Michigan Ave., Chicago, Ill.
Farrar—Farrar, Strauss & Cudahy, Inc., 101 Fifth Ave., New York, N. Y.
D. Farrell Co., 526 Marengo Ave., Forest Park, Ill.
Fides—Fides Publishers, 21 West Superior St., Chicago 10, Ill.
Garden City—Garden City Books, 575 Madison Ave., New York 22, N. Y.
Garrard—Garrard Press, 119-123 West Park Ave., Champaign, Ill.
Ginn—Ginn & Co., Statler Bldg., Park Square, Boston 17, Mass.
Globe—Globe Book Co., 175 Fifth Ave., New York, 10, N. Y.
Grail—The Grail Press, Benedictine Abbey, St. Meinrad, Ind.

Grollier—The Grollier Society, Inc., National School & Library Division, 125 South 5th Ave., Mt. Vernon, N. Y.

Hanover House—Hanover House (Division of Doubleday & Co.), 575 Madison Ave., New York 22, N. Y.

Harper—Harper & Bros., 51 East 33rd St., New York 16, N. Y.

Heath—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.

Holt—Henry Holt & Co., 383 Madison Ave., New York 17, N. Y.

Iroquois—Iroquois Publishing Co., Inc., 333-5 West Fayette St., Syracuse 2, N. Y.

Kenedy—P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.

Lippincott—J. B. Lippincott Co., 227-31 South Sixth St., Philadelphia 5, Pa.

Lohmann—E. M. Lohmann Co., 413-17 Sibley St., St. Paul 1, Minn.

Longmans—Longmans, Green & Co., Inc., 55 Fifth Ave., New York 3, N. Y.

McKay—David McKay Co., 225 Park Ave., New York 17, N. Y.

Maryknoll—The Maryknoll Bookshelf, Maryknoll, N. Y.

Mentzer—Mentzer, Bush & Co., 2210 South Park Way, Chicago 16, Ill.

Merriam—G. & C. Merriam Co., 47 Federal St., Springfield 2, Mass.

Messner—William Messner, Inc., 8 West 40th St., New York 18, N. Y.

Morrow—William Morrow & Co., Inc., 425 Fourth Ave., New York 16, N. Y.

Newman—The Newman Press, Box 150, Westminster, Md.

Noble and Noble, Publishers, Inc., 67 Irving Place, New York 3, N. Y.

Oxford Book Co.—Oxford Book Co., Inc., 222 Fourth Ave., New York 3, N. Y.

Paluch—J. S. Paluch Co., Inc., 1800 Winnemac Ave., Chicago 40, Ill.

Pflaum—Geo. A. Pflaum Co., 38 West Fifth St., Dayton 2, Ohio.

Pitman—Pitman Publishing Corp., 2-6 West 45 St., New York 36, N. Y.

Rand, McNally—Rand, McNally & Co., Box 7600, Chicago 80, Ill.

Regina Press (Malhame & Co.), 54 Park Place, New York 7, N. Y.

Reinhold—Reinhold Publishing Corp., 430 Park Ave., New York 22, N. Y.

Romig—Walter Romig & Co., 979 Lakepointe Ave., Grosse Pointe 30, Mich.

St. Anthony's—St. Anthony's Guild Press, 508 Marshall St., Paterson 3, N. J.

Sanborn—Benjamin H. Sanborn & Co., 221 East 20 St., Chicago 16, Ill.

Scholastic Magazines—Scholastic Magazines, 33 W. 42nd St., New York 36, N. Y.

Scott-Foresman—Scott, Foresman & Co., 433 East Erie St., Chicago 11, Ill.

Scribners—Chas. Scribner's Sons, 597-9 Fifth Ave., New York 17, N. Y.

Seahorse—Seahorse Press, Inc., Pelham, N. Y.

Seraphic Press—The Seraphic Press, 1501 South Layton Blvd., Milwaukee 15, Wis.

Silver—Silver, Burdette & Co., 45 East 17 St., New York 3, N. Y.

Singer—L. W. Singer Co., 249-59 West Erie Blvd., Syracuse 2, N. Y.

South-Western—South-Western Publishing Co., 634 Broadway, Cincinnati 2, Ohio.

Van Nostrand—D. Van Nostrand Co., 250 Fourth Ave., New York 3, N. Y.

Wasp Publishing Co., Minden, Neb.

Wilson—H. W. Wilson Co., 950-72 University Ave., New York 52, N. Y.

World Book Co.—World Book Co., 313 Park Hill Ave., Yonkers 5, N. Y.

Zaner—Zaner-Bloser Co., 612 North Park St., Columbus 8, Ohio.

Reading for Catholic Thinkers

Charles J. McNeill

President of the Catholic Press Association
General Manager of Geo. A. Pflaum, Publisher

When you think of the Catholic press, keep in mind that the term means more than just newspapers. It means everything from comic books to profound theological treatises. It includes newspapers, magazines, pamphlets, books—and, in a sense, even radio and television. It serves the needs and interests of both young and old.

During Catholic Press Month, when we call attention to the Catholic reading riches that are available for the asking, it is well to note that our press is valueless unless it is read and appreciated. Only through the widest possible readership can the Catholic press become an effective mold of public opinion.

It is imperative that Catholics of all ages and backgrounds be introduced to this wealth of reading even at the time when they are barely in the "reading readi-

ness" stage. They should read what they can at the time they can assimilate it. It is through progressive use of various publications that Catholics graduate to wider and more mature reading. Such a progression can develop truly informed Catholic men and women who will be fitted mentally to exert their proper influence in the temporal order.

The sainted Pope Pius X underlined this role of the Catholic press when he reminded us that "in vain will you found missions and build schools, if you are not able to wield the defensive and offensive weapon of a loyal Catholic press."

The Catholic Press in School

Of course, teachers know better than anyone else the true value of the printed word—its permanency of effect; its power for illuminating the immature mind, clarifying ideas, giving meaning to difficult concepts. Yet with all the emphasis on reading in the schools, it is remarkable that our record of reading achievement is so poor.

(Continued on page 46A)

The Fabric of the School

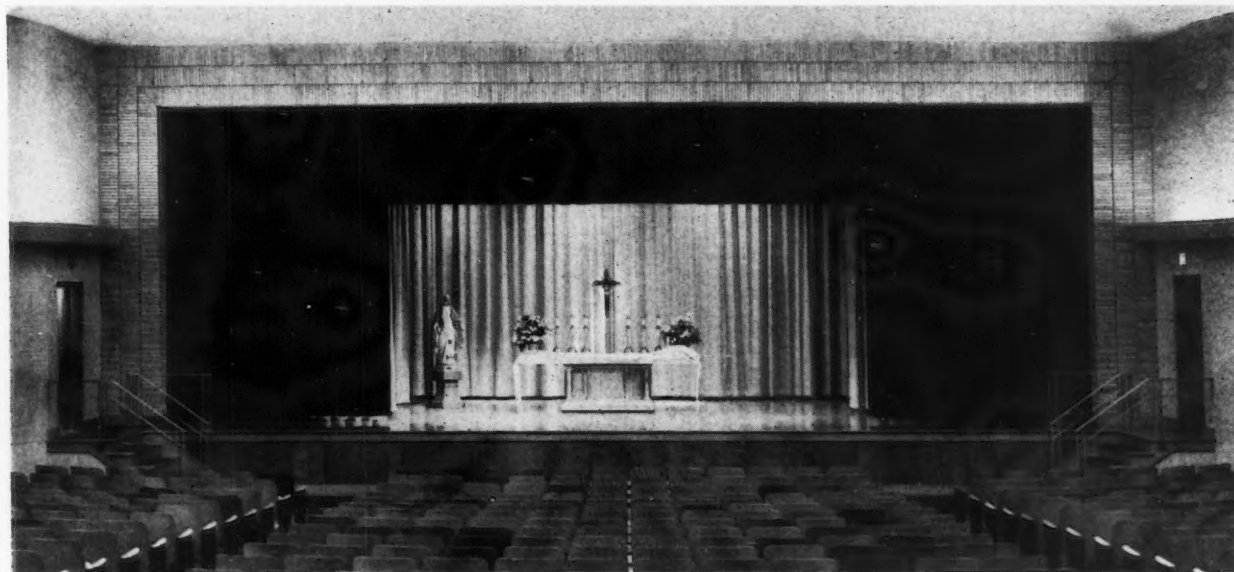


Regis High School, Eau Claire, Wis. Preliminary plans were drawn by Foeller, Schober, Berners, Safford, & Jahn of Green Bay, Wis. Final plans and construction were in charge of E. F. Klingler & Associates of Eau Claire, Wis.

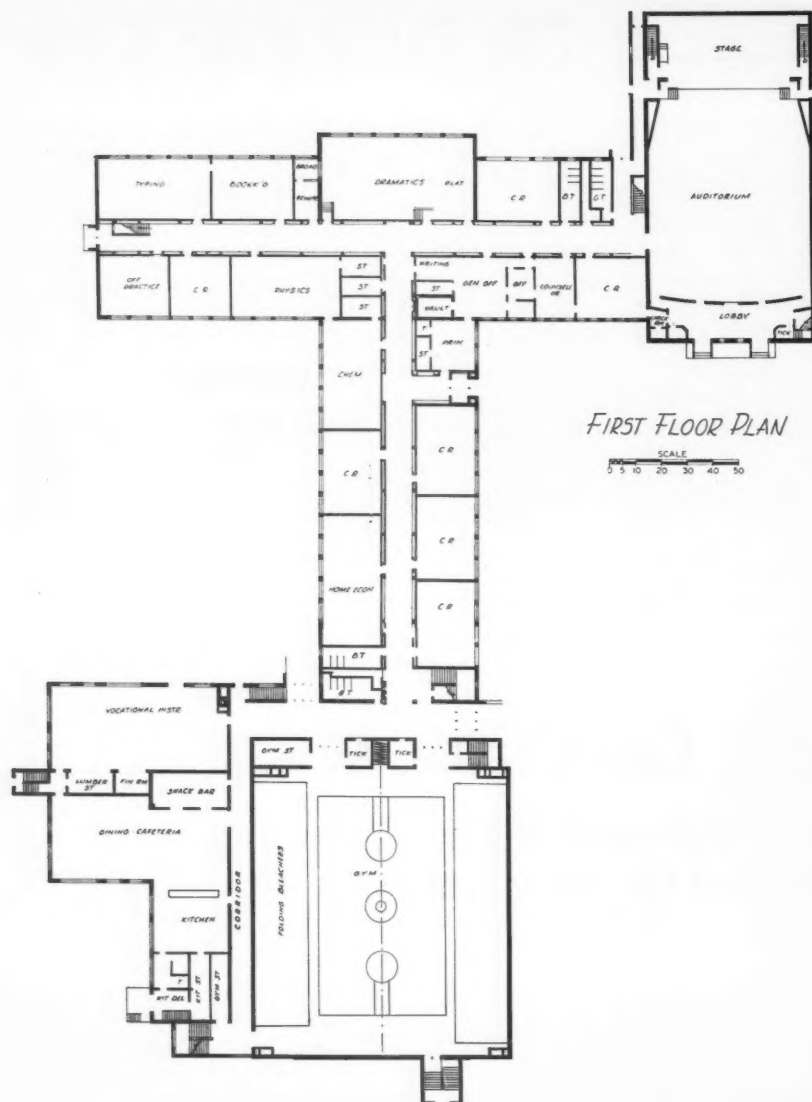
Regis High School, Eau Claire, Wis.

A Complete High School for Boys and Girls

The Teachers Actively Assisted the Architects



This fully equipped, modern auditorium has permanent seating for 700 persons. The stage lighting and equipment are thoroughly modern. There are no windows in the auditorium and the artificial lighting is concealed. The picture shows the portable altar in place on the stage, thus converting the room into a chapel.

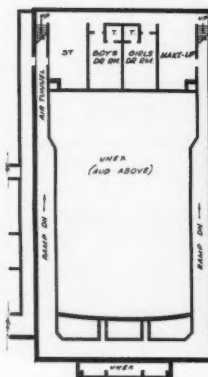


FIRST FLOOR PLAN

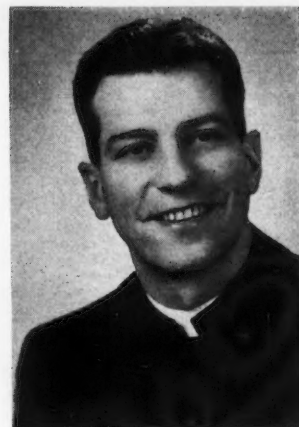
SCALE
0 5 10 20 30 40 50



BASEMENT PLAN



SCALE
0 5 10 20 30 40 50



Rev. John Paul



Sister M. Pius, O.S.B.



Rev. John D. Rossiter

Father Paul was the first principal of Regis High School which he helped to plan and build. He is now rector of Holy Cross Seminary in La Crosse, Wis. Sister Pius is co-ordinator at Regis High School. Father Rossiter is the principal.

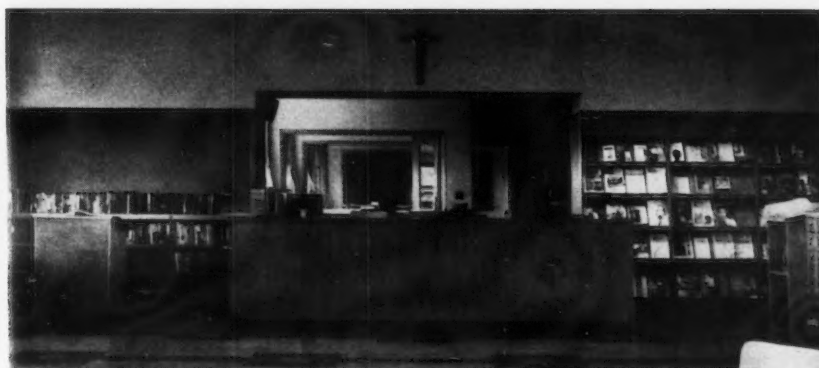
Regis High School at Eau Claire, Wis., is truly a remarkable school. It has been called the most modern high school in the state. This *may* be rhetorical exaggeration, but those who have made the claim are on safe ground because, probably, it would be impossible to prove it false.

Design and Structure

The site of 18 acres provided ample space for a large, rambling departmentalized building in addition to an extensive athletic field, plus tennis courts, etc. The auditorium, in its own wing, 70 by 78 feet, has a seating capacity, in permanent opera seats, for some 700 persons. The stage is 65 feet wide and 25 feet deep. There are no windows in the auditorium; lighting is done by projecting concealed spotlights against the ceiling. The stage lighting has nearly 300 lighting combinations controlled at one station. Beneath the stage are dressing rooms and store rooms. When the room is to be used as a chapel, a portable altar is pushed from behind the rear curtain or stage partition.

Other assembly rooms include a large dramatics classroom with speakers' platform; rooms for band, orchestra, and choir practice; the cafeteria with kitchen; and, below the gymnasium, a huge general-purpose room, suitable for public meetings, dances, etc. This latter room sometimes accommodates conventions of a suitable character. To these we may add the spacious reading room included in the library suite.

An oversized gymnasium, 100 by 110 feet, can seat 1025 persons in balcony and



FEBRUARY, 1956



Home Economics Room

A sewing class is shown at work in a corner of the home economics room. All activities of this department are centered in one large room — an arrangement preferred in many public and private schools. The industrial arts department occupies a very large well lighted room, equipped with modern hand and power tools. The teachers at the Eau Claire Vocational School offered many suggestions which were put into the plans for this department at Regis High School.



Industrial Arts Room

folding bleachers. This room is divided into two full-sized gymnasiums, one for boys and one for girls. Here again was faculty planning in the person of the head coach. Many features are provided in duplicate, the girls having accommodations identical to those of the boys. Each section has a director's office with large windows overlooking the area. The girls have their own athletic director. Dressing rooms are provided for visiting teams as well as for the local teams.

Instead of gymnasium lockers each player is given an individual locked wire basket for clothes and valuables. There are 40 baskets in a rack which slides in and out of a compartment on wheels and a

trolley. There are specially ventilated drying compartments for athletic equipment. The gymnasium interior walls are of exposed block with glazed tile 10 feet high.

For Complete Education

Both home economics and industrial arts have their place at Regis. The home-economics department is planned as a one-room setup. The room is large enough for sewing, cooking, and general housekeeping. The industrial-arts room has been equipped with standard workbenches, some machinery, and the usual hand tools.

There are separate laboratories for physics, chemistry, and biology; the five laboratory rooms include a darkroom for pho-

tography. There are ten office rooms for various departments, including the principal's suite for himself and assistants. There are 15 classrooms, an art department, three commercial rooms, a study room, and three clinic rooms.

Substantial Materials

Corridors and stairs are finished in terrazzo, with glazed tile wainscoting, insuring a minimum cost of maintenance. Classrooms are plastered. Windows are of the ribbon type with aluminum sash and glass block above. Artificial lighting is strip fluorescent. Acoustic tile or acoustic plaster is used wherever necessary.

(Concluded on page 30A)



The Biological Laboratory

The biological laboratory is equipped with very modern students' work tables, storage space, and display cases. The physics laboratory has the same style of modern students' work stations with gas and electric outlets. The lecture and demonstration table, designed by the teacher, utilizes the usual wasted space in front for book shelves and a storage cabinet.



The Physics Laboratory

A typical installation of full-upholstered American Seating BODIFORM Chairs. School records show that students treat upholstered auditorium chairs with greater care than they do plywood chairs. It's not surprising, considering the vast difference in appearance and comfort.



Auditorium in St. Vincent's College, Latrobe, Pa., is equipped with 992 full-upholstered BODIFORM Chairs.

First choice of America's finest schools

American Seating Bodiform® Chairs



Full-upholstered American Seating BODIFORM auditorium chairs come in a wide range of styles and colors. All models are available with tablet-arms.

American Seating BODIFORM full-upholstered auditorium chairs will be *your* first choice, too, when you see them. First: They are attractive *and* restful — give matchless comfort, thanks to seats with spring-arch construction, backs with body-fitting contours.

Second: Automatic, silent, $\frac{3}{4}$ -safety-fold seat action allows more room for passing, easier housekeeping. And third: The fabric upholstery contributes importantly to good acoustics.

American Seating offers the most complete line of school furniture and auditorium chairs on the market, with the greatest use-values in every price class. More schools buy American Seating products than any other make — consequently, more students go to school to the comfort and good posture of American Seating equipment than to any other type or make. Write for our newest literature.

**AMERICAN
SEATING**



WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Michigan. Branch Offices and Distributors in Principal Cities. Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs.



The Band Room at Regis High School, Eau Claire, Wis.



The Large Double Gymnasium

Regis High School Eau Claire, Wisconsin

(Concluded from page 72)

Heat and Electricity

Unit heating and ventilation with temperature control is found throughout the building. Heat is supplied from four large oil-fired boilers controlled by electronic devices. Intercommunicating telephones use lights instead of bells for signals. There are a complete program clock system and a radio installation; the latter can be connected with the city radio station.

Electricity is brought into the building at 4160 volts and transformed in an underground room to 440 volts, and, finally, at several places, transformed into 115 volts.

Reasonable Cost

The cost of the building was approximately \$1,247,055; cost of equipment \$160,000 a total of \$1,407,055 or 69.6 cents per cubic foot. From 800 to about 1000 students can be accommodated.

Preliminary plans were drawn by Foeller, Schober, Berners, Safford & Jahn of Green Bay, Wis., and final plans were made by E. F. Klingler & Associates, architects and engineers of Eau Claire, who worked closely with the principal, Father John Paul, the Benedictine Sisters, and the lay faculty while completing the plans and supervising the construction.

Building News

IN CONNECTICUT

St. Rose Junior High School, East Hartford

A new \$259,000, 10-classroom school called St. Rose Junior High School was recently

dedicated in East Hartford, Conn. A single level structure of Ohio brick it measures 302 feet in length. It features a large multi-purpose room that may be used as auditorium or gymnasium and will seat 500 persons. The walls of this room conceal tables and benches that may be used during cafeteria periods. Kitchen, dressing rooms, and storage rooms open from the auditorium. Heating is provided by a recirculating hot water system.

IN IOWA

Immaculate Conception Parish, Dubuque

A new parish hall-gymnasium building containing two classrooms was recently dedicated at Immaculate Conception parish, Dubuque. Cost of the structure, exclusive of furnishings, was \$112,000. It is 117½ feet long and 65 feet wide. In the gym area there is an 80 by 46 feet hardwood floor. Permanent bleachers on the east side seat 400 people. On the west side in a 59 by 16 foot area are a stage and dressing rooms. Under the stage are storage conveyers. At the south end of the building, in the basement, are the heating plant and two recreation rooms. On the first floor, south end, are the kitchen, meeting room, showers, and rest rooms. On the second floor, south are a corridor and two classrooms.

IN KANSAS

St. Joseph's, Conway Springs

A new addition to St. Joseph's parish school in Conway Springs was dedicated December 11. It is a 90 by 23 feet building that provides two large classrooms, and an office for the principal. The total number of classrooms now comes to six in which approximately 200 children can be accommodated. The old school has also been enlarged by 7 feet providing additional space for toilets and cloak rooms.

IN LOUISIANA

Sisters Convent, New Orleans

A new \$400,000 convent for the Sisters Servants of Mary was recently dedicated in New Orleans, La. The center of the new building is composed of three connected parts—chapel, convent, and utilities. The convent consists of 30 sleeping rooms and facilities on the second floor and two parlors, nurses' room, guests' dining room, three offices, community room, wardrobe room, refectory, pantry, kitchen, lay Sisters' room, and solarium on the

first floor. The chapel contains nave, sanctuary, upper and lower choirs, sacristy, and sacristan's room. In utilities may be found the boiler room, trunk room, a large storeroom, and laundry.

The building is constructed of a reinforced concrete frame on treated timber piling. Exterior walls are composed of face brick with a hollow tile backing. Interior partitions are solid plaster and all ceilings are finished in plaster.

IN MISSOURI

St. Francis of Assisi Convent, Oakville

A new convent for the Sisters at the St. Francis of Assisi parish, Oakville, was dedicated December 11. The recently completed brick structure is built along contemporary lines. It is 46 feet deep and 35 feet wide. The first floor contains a chapel, community room, dining room, kitchen, and a utility room. On the second floor may be found bedrooms for eight Sisters and bathroom facilities.

Interior walls and ceilings are made of plaster, and floors are of asphalt tile, the floors in the bathroom being covered with colored ceramic tile. Heating is supplied by a perimeter system of forced warm air from two oil fired furnaces, one for each floor.

IN NEW YORK

St. John's University, Brooklyn

The new liberal arts building of the Long Island division of St. John's University, Brooklyn, was dedicated in December. This marked the completion of the building which has been open since October 3. The building which is the first of 13 structures to go up on the Long Island campus, houses 1600 students. It contains 36 lecture rooms, executive and administrative offices, a temporary library, numerous department offices, and a student lounge which also serves as a chapel. It is Modern Gothic in design, constructed of sea-faced granite and limestone materials that will be used throughout the campus and stands in the center of a 100-acre tract.

IN OHIO

SS. Peter & Paul, Sandusky

An eight classroom addition to SS. Peter & Paul parish school was formally dedicated, December 18. The new structure which enables the school to enroll 750 pupils, has a ground floor cafeteria that seats 450 and four classrooms on each of the two upper floors.



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now in service in six new Massapequa Schools. HeyWoodite, an exclusive Heywood-Wakefield development, is a single homogeneous piece of solid plastic formed in a single operation. Its smooth finish is virtually indestructible. With smart, durable chrome-plated tubular steel frames it forms lightweight furniture which will take lifetime use and abuse.



Typical classroom arrangements in the Massapequa School System show Open-Front Table Desks and All Purpose Chairs. Lifting-Lid Table Desks are also available with one-piece HeyWoodite tops.

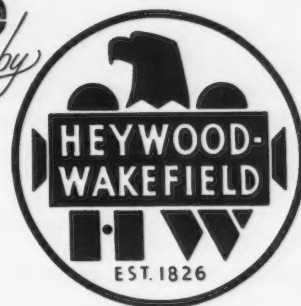


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◀ *The auditorium is seated with 1030 Heywood TC 700 "Encore" chairs upholstered in soft beige and blue mohair.*



New Books

(Continued from page 8A)

Twentieth Century Authors

A biographical dictionary. Edited by Stanley J. Kunitz and Vineta Colby. Cloth, 1123 pp., \$8. H. W. Wilson Co., New York 52, N. Y.

This is the first supplement to the widely known *Biographical Dictionary of Modern Literature*. Published in 1942, and including biographical sketches of approximately 1850 writers of this century and of all nations, whose books are familiar to English readers.

The present book adds the names of 700

writers whose work was not recognized for its importance at the time the original book appeared, or who have since 1942 attained a major stature in English or European literature. The book leans heavily on statements made by the subjects of the several sketches, or upon statements of favorable commentators in the current literary periodicals. The book, therefore, has an optimistic and extremely favorable point of view, with which later literary history will probably disagree in large part. The fundamental philosophy of present-day literature and the terrific confusion in points of view are dishearteningly evidenced in this work.

The book deserves a place in the library of Catholic colleges and high schools, both as a tool for the librarian, and for more discerning students.

I Traveled a Lonely Road

By Nina Pulliam. Cloth, 400 pp., \$5. Bobbs-Merrill Co., Indianapolis, Ind.

This travel sketch of Australia is the work of a competent newspaperwoman, an experienced traveler, who saw the great continent in the South Sea as a lonely land. The author visited every accessible corner of the vast island continent from the teeming cities in the southwest, through the prairie lands, the endless deserts, and the mountains, to the tropical city of Darwin on the north, and the lonely oasis town in the very geographic center, Alice Springs. Her accounts of the people, their vigorous lives, their achievements in agriculture, animal raising, mining, and more important, in social and political pioneering, are written with the fresh directness of a reporter who sees things through appreciative and friendly American eyes. Nor does she fail to see the strange phenomena of the desert and mountain lands—the aborigines, the strange plants and the beautiful flowers, the fruits, and vegetables, and the kangaroos, platypus, koalas, and other queer animals and birds. The student who may want a detailed or penetrating account of some aspect of the social or cultural life of a great nation which is in the first period of its development, may consider this book superficial and uncritical, but the reader who wants a quick impression will thoroughly enjoy the broadly drawn picture of a people who have many characteristics of our own American people, and who are developing a country that is indeed lonely but fascinating.

Mary is Our Mother

By F. R. Boschvogel. Boards, 40 pp., \$2. P. J. Kenedy & Sons, New York 8, N. Y.

Appropriately illustrated in color, this book tells the always interesting life story of the Blessed Virgin Mary for second and third graders.

School Music Handbook

By Peter W. Dykema and Hannah M. Cundiff. Cloth, 669 pp., \$5. Birchard & Co., Boston 16, Mass.

Designed to meet the needs of classroom teachers and special music teachers in the grades and junior high school this handbook contains material on method and theory, on the perception and leadership of teachers, and on the many different personalities found in children. Experiences of many fine teachers in various localities are also included by means of photographs, programs, quotations, and courses of study.

Our World Through the Ages

By Nathaniel Platt and Muriel Jean Drummond. Cloth, 684 pp., \$4.48. Prentice-Hall, Inc., New York 11, N. Y.

This world history text, written in a lively narrative style, contains abundant exercise material, many helpful maps and photographs and numerous meaningful cartoons. It is an interesting, complete account which covers a greater amount of material in a fewer number of pages.

This Way to God

By Giovanni Rossi. Cloth, 287 pp., \$2.50. Villa Walsh Press, Morristown, N. J.

The spiritual life of the modern man is treated fully in this compact, pocket-size book. Both the possession and bearing of Christ are dealt with extensively. Written by the founder and present director of a powerful Christological movement in Italy, it is a fine source of inspirational material for those interested in restoring all things in Christ.

Julius Caesar

By Manuel Komroff. Cloth, 190 pp., \$2.95. (Continued on page 34A)

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New Books

(Continued from page 32A)

Julian Messner, Inc., New York 18, N. Y.

This biography, written for young adults, emphasizes Caesar's genius as a military strategist and a political reformer. The author rightfully limits his narrative to solid historic fact and omits the romantic legends that spoil so many earlier lives of the greatest Roman.

Booker T. Washington

By Shirley Graham. Cloth, 192 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

Booker T. Washington's story is a biographer's wish come true: it is the story of a life of dedication of a Negro slave who struggled for his own education and later for the education of others. Mr. Washington's work in founding Tuskegee Institute and producing teachers, carpenters, tinsmiths, and farmers is described simply and beautifully in this well-written biography.

In the Light of Christ

By Mother Mary Aloysi, S.N.D. Cloth, 352 pp., \$4.50. Frederick Pustet Co., Inc., New York, N. Y.

Forty meditations designed especially for Sisters' monthly days of recollection are presented in this book. All are very practical and take into consideration the needs of religious in our own age and the varied demands of the different occupations.

The Nun

By Margaret Trouncer. Boards, 297 pp., \$3.50. Sheed & Ward, New York 3, N. Y.

The moving story of St. Margaret Mary Alacoque and the revelations of the Sacred Heart. Told in novel form, the book reveals the sufferings of St. Margaret and her final triumph.

Walk While You Have the Light

By Arthur Jalbert, M.S. Cloth, 218 pp., \$2.75. Grail Publications, St. Meinrad, Ind.

This is the interesting life story of St. Joseph Cafasso, an Italian priest canonized in 1947. It reveals the marvelous work done by this "Pearl of the Italian Clergy" as he was called, with hardened criminals. It tells too of the deeds he performed that won him the intimate friendship of St. John Bosco, St. Joseph Cottolengo, and many other student priests he advised.

You and Science: Science for Better Living

By Paul F. Brandwein, Alfred D. Beck, Leland G. Hollingworth, and Anna E. Burgess. Cloth, 624 pp., \$2.94. Harcourt, Brace & Co., New York 17, N. Y.

Science is made personal in this revised, up-to-date science text for ninth graders. Timely sections are included on space travel, atomic energy, jet engines, and color television. Other exceptionally fine features are a 15-page pictorial introduction and numerous experiments introduced within the chapters at pertinent points.

I Learn God's Laws

By Sister Maria Giovanni, O.P. Sixteen cards, 11 by 14. The Maryknoll Bookshelf, Maryknoll, N. Y.

Sister Giovanni, a professional artist, and the author of other visual aids on the Mass, the Rosary, the Sacraments, the Stations of the Cross, and Catholic Symbols, has prepared this new set of 16 large colored cards for teaching the Ten Commandments in home and school.

(Continued on page 35A)



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New Books

(Continued from page 34A)

Sociological Theory

By Nicholas S. Timasheff. Cloth, 328 pp., \$4.50. Doubleday & Co., Inc., New York 22, N. Y.

This book outlines in relatively brief form, a history of the sociological theory which has developed in Europe and the United States since the beginning of the nineteenth century. A section devoted to contemporary theories and problems is particularly useful because it highlights the extreme confusion which persists because there is not a fundamental philosophy and religious background upon which current thinkers can lean. The main blunder of the book arises from the fact that it takes a middle point of view throughout.

Subject and Title Index to Short Stories for Children

Compiled by A.L.A. Cloth, 344 pp., \$5. American Library Association, 50 E. Huron St., Chicago 11, Ill.

Approximately 5000 stories on 2000 subjects are listed. Most of the stories are not listed elsewhere.

Addresses and Sermons

Most Rev. Amleto Giovanni Cicognani. Cloth, 279 pp., \$3. St. Anthony Guild Press, Paterson, N. J.

Not the least of the magnificent contribution which the present Apostolic Delegate has made to the life of the Church in the United States has been in the form of addresses and sermons delivered at various public meetings and church services. The present collection of 50 papers delivered between 1951 and the end of 1955, represents the official and personal point of view of the Delegate on such widely different subjects.

Victory at the Cost of Purification of His Soul

By William L. Tierney. Cloth, 55 pp., \$1.75. The Christopher Publishing House, Boston, Mass.

This is a not too impressive symbolic story about God taking the soul of a mortal into heaven in answer to a challenge from Satan. It is based on a good idea that could have been worked into a far better piece. As it stands, it is part story and part essay, accomplishing the purpose of neither. Its theme, the importance of prayer in man's fight for salvation, is repeatedly stated, but is never effectively shown in the story. The story lacks unity because of the frequent insertion of explanatory passages that tend at times to make the meaning even more obscure. The most clearly written and most inspirational section of the book is the short section of essays added at the end.

Mes Premieres Lecons de Francais

By Frances H. Patterson. Paper, 115 pp., \$1.25. D. C. Heath & Co., Boston, Mass.

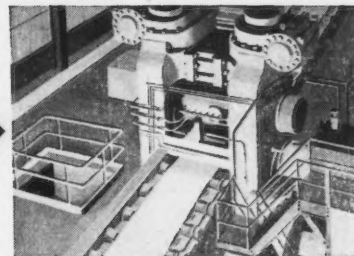
A vocabulary-building, illustrated workbook, addressed to small children. The vocabulary includes about 600 words.

Our Growing World

Revised Three Book Series. Animals, Plants, and Machines by Lucy S. Mitchell and Margaret W. Brown. Cloth, 245 pp., \$2; Our Country by Lucy S. Mitchell and Dorothy Stall. Cloth, 309 pp., \$2.20; and Farm and City by Lucy S. Mitchell and Margaret

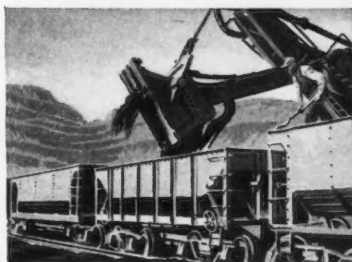
(Continued on page 38A)

FROM MINE TO MILL

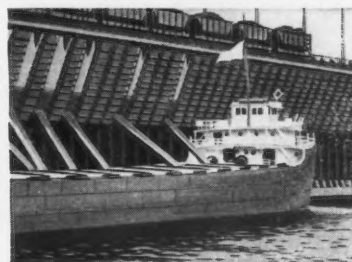


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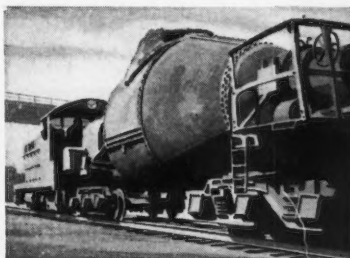
The transformation of iron ore into steel — for use in thousands of products from paper clips to girders — is a modern marvel. It involves huge mines, blast furnaces ten stories high, vast steel mills and fabricating plants . . . all linked dependably, economically by railroad!



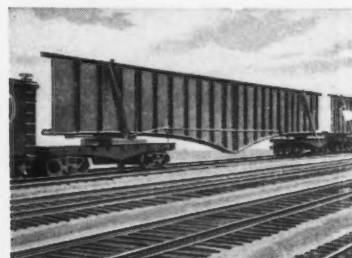
Iron ore is mined in many parts of the U. S.. Huge power shovels scoop up 10 tons at every bite—six scoops to a hopper car. At the peak of the season, railroads average 15,000 carloads of ore a day.



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New Books

(Continued from page 35A)

W. Brown. Cloth, 183 pp., \$1.80. D. C. Heath & Co., Boston, Mass.

This series of elementary social studies' books provides a pleasant, easy way to give children an understanding of how people live together in homes, communities, the nation, and the world. All three books contain appealing, well-written stories that depict socially desirable concepts, attitudes, and behavior. Each book is filled with beautiful, authentic illustrations, maps, and pictorial charts and all the stories are based on experiences known and understood by children.

Reading for Meaning: Grades 4 Through 12

By W. S. Guiler and J. H. Coleman. Paper, each 56 pp. J. B. Lippincott Co., Philadelphia 5, Pa.

This is a well-organized series designed to help pupils raise their level of reading ability and develop skill in word meanings, total meaning, central thought, detailed meanings, organization, and summarization. It consists of 24 reading selections, each of which is followed by questions regarding word meanings, the main idea of the story, facts derived from the story, and selection of a suitable title for the story.

Reading selections are taken from newspapers, magazines, and books. They cover a wide range of interests, and should prove appealing to students.

God Is Mercy

By Rev. Michael Sopoko, S.T.D. Translated by the Marian Fathers. Cloth, 186 pp., \$3. Grail Publications, St. Meinrad, Ind.

This is a book of inspiring meditations on the mercy of God. It is based on the innovations of the Litany of the Mercy of God and it defines and develops this matter quite completely in its 45 chapters.

Applied Business Law

Seventh Edition. By McKee Fisk and James C. Snapp. Cloth, 638 pp., \$2.80. South-Western Publishing Co., Cincinnati, Ohio.

Here is an up-to-date practical presentation of business law and its many applications. Emphasized throughout are the social aspects of the law and in particular the social aspects presently important. An especially timely section dealing with motor vehicle laws has been included which should supplement driver-training courses and aid young drivers in understanding the rules of the road. Many problems, illustrative cases, and line drawings showing applications of the principles are given in each chapter to obtain and hold reader interest. A valuable workbook to aid in teaching the course is also available.

Typewriting Office Practice

By Peter Agnew. Paper, 31 pp., \$1.88. South-Western Publishing Co., Cincinnati, Ohio.

This is a very complete and efficient exercise program for typewriting students. It presents a wide variety of projects representing the various typewriter jobs that are most commonly performed by secretaries, stenographers, typists and other office workers. In addition to an easy to follow set of directions, it contains a large supply of stationery and other necessary materials. Four folders of stationery, interoffice memorandums, onion-skin paper, carbon paper, sales invoices, legal forms, index cards and envelopes are furnished.

Guaranteed for Life

By Bruce Allyn Findlay. Cloth, 141 pp., \$2. Prentice-Hall, Inc., New York 11, N. Y.

The U. S. Constitution, the rights it guarantees and the evils it prevents are treated cleverly in this book. In the opening pages, a simile is drawn between citizenship in the U. S. and membership in a great orchestra. Then the author wisely drops the simile and proceeds to explain the eight basic principles of U. S. government and the 25 guarantees of the U. S. Constitution. This he aptly does by means of half page drawings which depict the rights guaranteed and the abuses that might exist were it not for the Constitution. Each drawing carries beneath it a few words of explanation that effect the contrast desired and put across an important message.

Our Neighborhood

By Richard W. Burkhardt and Ann G. McGinness. Cloth, 159 pp., Beckley-Cardy Co., Chicago, Ill.

A reading text for second graders that describes in simple narrative style the interdependence of people, businesses, and organizations located within a neighborhood. The fireman, the grocer, the policeman, the shoe repairman, the butcher and the baker are just a few of the important community members brought into this story.

Nora Kramer's Storybook for Threes and Fours

Cloth, 160 pp., \$2.95. Gilbert Press, Inc., New York 18, N. Y.

This is an anthology for children aged 3 and 4 that contains popular stories of many

(Continued on page 40A)



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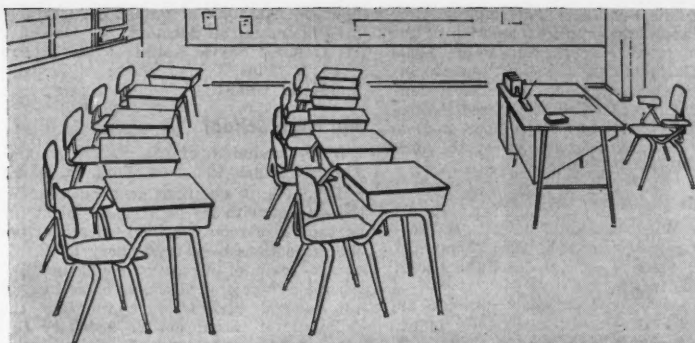
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New Books

(Continued from page 38A)

outstanding authors. Included in the group are pieces by Kate Seredy, Margaret Wise Brown, Carolyn Haywood, Munro Leaf, Margot Austin, Frances Frost, Alvin Tresselt, and Miriam Clark Potter. Three types of stories are presented: those that reflect life as the child knows it from experience, those that are designed to make him aware of the color, sounds, and movement around him, and those that draw him into the world of fancy. All are realistically illustrated by Beth and Joe Krush.

A Commentary on the New Little Office

By Rev. John J. Kugler. Cloth, 235 pp.,

\$2.75. Salesiana Publishers, Paterson, N. J.

A translation and simple explanation of the psalms and prayers that comprise the Little Office of Our Lady. It is a book sure to interest anyone who recites the office. It contains the historical background of the Psalms, a liturgical explanation of each hour, abundant notes and parallel columns of the new Latin and English Psalms.

The Saints Color Book Series

Text by Mary Fabyan Windeatt. Illustrations by Gedge Harmon. Paper, 33 pp., 35 cents each; 4 copies—\$1. Grail Publications, St. Meinrad, Ind.

These color book biographies provide an inspiring form of recreation. Directly opposite each of the 16 full page drawings for coloring is a page of text containing details about the life of the title saint.

Books about the following saints are avail-

able: St. Anthony of Padua, St. Christopher, St. Philomena, St. Meinrad, St. Joan of Arc, St. Dominic Savio, Kateri of the Mohawks, Pope St. Pius X, St. Teresa of Avila, and St. Maria Goretti.

My High School

By Raymond P. Harris. Paper, 62 pp., \$1. The MacMillan Co., New York 11, N. Y.

This book of questions designed to acquaint the student with his high school might better be used as a reference book of school policy and regulations or as a memory book. Much of the material it covers could usually be learned as a matter of course or be integrated into several classes at appropriate times. Ordinarily it would not be necessary to set up a special class to teach the topics discussed, here, especially such things as who are the other students, where are the classrooms, what should I do when I am absent or tardy, what should I wear to high school, and what does it cost me to go to high school.

Fries American English Series

Book Five for the Study of English as a Second Language. By the members of the English section, Department of Education, San Juan, Puerto Rico. Cloth, 430 pp., \$2.40. D. C. Heath & Co., Boston, Mass.

This is a really practical English book for high school pupils living in a non-English environment. It is filled with activities requiring the use of the English language and the forming of English reading, writing, and listening habits. All activities are based on students' real environment. A valuable Teacher's Guide book is also available for the course.

Our ABC's and How We Improve Them

By Parker Zaner Blosier. Paper, 64 pp., \$1.25. The Zaner-Bloser Co., Columbus 8, Ohio.

A helpful supplementary handwriting book to aid pupils and teachers in analyzing and improving cursive handwriting. Each capital and small letter of the alphabet is illustrated with an accompanying analysis of its component strokes. Space is provided beneath each letter for a practice try at the letter. The final pages of the book are devoted to a like treatment of numbers.

Alphabet Antics

By Parker Zaner Blosier, Jr., Paper, 64 pp., \$2. The Zaner-Bloser Co., Columbus 8, Ohio.

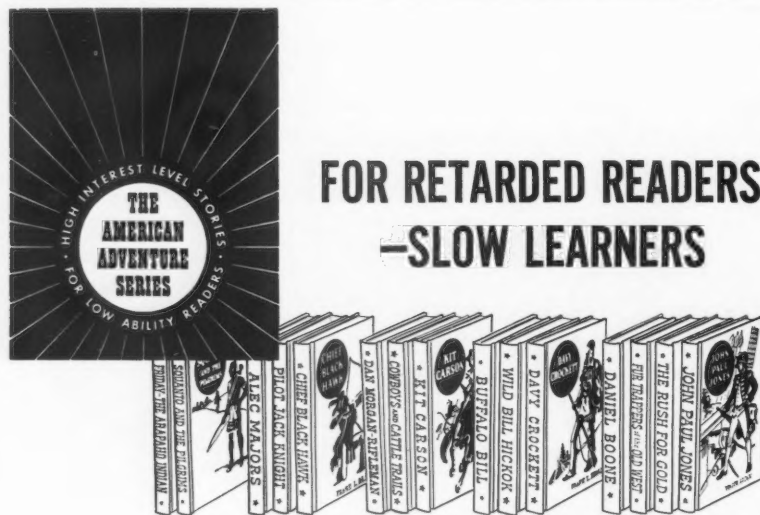
Handwriting exercises are given a different approach in this new handwriting workbook. The letters of the alphabet are used as the basis for drawings of cartoon animal characters. An oversheet of tracing paper is provided with each page to enable students to reproduce the imaginative creatures and the letters of the alphabet in correct shape. Two editions of this book are available: one for cursive handwriting and another for manuscript handwriting.

Our Neighbors of the Pacific

By Clifford A. Welch. Cloth, 192 pp. Beckley-Cardy Co., Chicago, Ill.

Here is a brief run-down of facts about Hawaii, New Zealand, the Islands of the South Pacific, Australia, Hong Kong, the Republic of Indonesia, the Philippines, Japan, and Alaska. It is related in interesting, narrative style. Each sketch contains a map of the land, along with photographs of the local people and surroundings, and some facts about the historical background and development of the place.

(Continued on page 42A)



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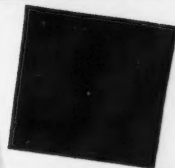
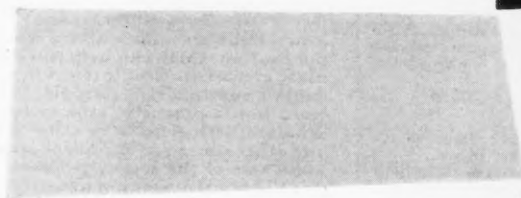
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New Books

(Continued from page 40A)

Handbooks of School Policies and Practices

Elementary and Secondary School Editions. Prepared by Msgr. Justin A. Driscoll, Ph.D., and the Dubuque Archdiocesan School Supervisors. Paper.

These handbooks prepared for the Archdiocese of Dubuque are valuable manuals for Catholic educators in any archdiocese. They contain an excellent summary of the fundamental principles of the Catholic philosophy and an explanation of how these principles are applied in the field of Catholic education. They also contain a clear, concise outline of the executive organization of the Catholic school system. Developed quite extensively, too, are the administrative, curricular, and cocurricular policies and practices peculiar to each level of education.

The Library in High School Teaching

By Martin Rossoff. Cloth, 124 pp., \$2. H. W. Wilson Co., New York 52, N. Y.

A concise manual to aid high school teachers in the use and improvement of the school library. Practical hints are given for fitting library work into most any lesson plan. Emphasis throughout is on successful group activities.

Spanish Idioms

By Malcolm B. Jones. Paper, 92 pp., \$1. D. C. Heath & Co., Boston, Mass.

A helpful book for second-year Spanish students. Many of the common and currently used idioms are defined and used in sentences. Abundant oral and written exercises are also included to provide practice in the use of the idioms.

Mental Prayer

By Father Cyril Bernard, O.D.C. Paper, 48 pp. Clonmore & Reynolds, Ltd., Dublin, Ireland.

A brief, simple outline for beginners in the spiritual life. All the essentials are given in an unflowery way providing fine groundwork for the spiritual development of the average individual.

Angel of Mercy

The story of Dorothea L. Dix by Rachel Baker. Cloth, 191 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

An inspiring, easy to read biography for teen-agers. This is the story of a woman devoted to humanity, who struggled endlessly to effect a complete revolution in the care of the mentally sick. Her biography provides an insight into the work that has been done and remains to be done in this area. It introduces to teen-agers adult problems they should be prepared to meet.

Discovering Myself

By the Guidance Staff of the National Forum Foundation. Cloth, 287 pp., \$2.04. National Forum Foundation, Chicago, Ill.

Teen-age problems are discussed from the teen-agers' point of view in this guidance book designed for 10th graders. A wide range of problems are covered and valuable advice is given for each in a manner acceptable to most teen-agers. The common sense approach, too seldom employed in high school texts, is effectively used here.

A helpful list of reading and source material is supplied at the end of each chapter. A teacher's guide is also available for the course.

Padre Magin Catala

Compiled by Aloysius S. Stern, S.J., Paper, 20 pp. University of San Francisco, San Francisco, Calif.

A free pamphlet compiled by Father Stern to further the cause of Padre Magin Catala, a California missionary. Included in the pamphlet is an excerpt from "Sanctity in America" by Most Reverend Amleto Giovanni Cicognani, which gives a brief sketch of Padre Catala's life. Also included is a reprint of "The Pastorate of Rev. Aloysius S. Stern on Nootka Island and Its Remarkable Aftermath" by Arthur D. Spearman, S.J.

(Continued on page 51A)

Teaching with Magnetic Tape

By Charles Westcott

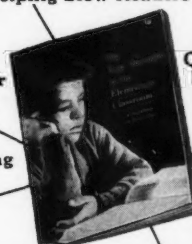
These are just a few of the fifty subjects

Helping Slow Readers

Oral
Grammar
Exercises

Correcting
Speech
Defects

Quieting
Restless
Groups



Developing Creative Expression

covered in a valuable new educational handbook—"The Tape Recorder in the Elementary Classroom" now being offered to readers of this magazine. Prepared by a trained advisory staff, this new booklet offers practical and sometimes unusual applications of magnetic recording tape in the elementary classroom.

DO YOU TEACH GEOGRAPHY?

You'll find suggestions in this 63-page publication which can help you stimulate greater student interest in your subject matter. For example, you'll learn how a magnetic tape exchange program with schools in other cities and other states can stimulate greater awareness of the social, geographical and historical makeup of distant communities. Students record descriptions of their school and town, sometimes recording their own names and addresses to make the tape still more personal. And remember tapes can be mailed for just pennies and can't break enroute!

It's the Magic Medium to success! Magnetic recording tape works wonders in every room of the school. Use it to spark fund drives . . . to cement relations in PTA meetings . . . to teach safety lessons in the school building. You'll discover dozens of ways magnetic tape can be put to work for you in "The Tape Recorder in the Elementary Classroom". Why not send for this important teaching manual today? Just mail 25¢ in coin to: Educational Direction, Dept. B1 26, Minnesota Mining and Manufacturing Company, 900 Fauquier Avenue, St. Paul 6, Minnesota.

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Libbey Heat-Treated Quality costs you far less than the "cheapest" glassware on the market!

For seven years, a code symbol on the bottom of Libbey Heat-Treated Glasses has made it possible to trace this revolutionary ware in almost every type of use.

Life of the glasses has naturally varied under different conditions. But the *comparative* story—the comparison with "inexpensive" glassware—has been repeated over and over.



Here, for example, is the up-to-date summary of the complete audits made in 1955 on a cross-section of restaurants of widely varying type and operating conditions.



	Average Servings per tumbler	Tumbler Cost per 1,000 servings
Restaurant "A" Washington, D. C.	739	8 and 4/5 cents
Restaurant "B" Philadelphia	1143	5 and 7/10 cents
Restaurant "C" Boston	3700	1 and 4/5 cents
Restaurant "D" Chicago	1340	4 and 3/10 cents
Restaurant "E" Toledo	1355	5 and 1/5 cents
Restaurant "F" Detroit	2025	4 and 2/5 cents
Restaurant "G" Atlanta	1254	6 and 1/10 cents



Result of this seven-year experience and examination of actual inventories is that Libbey Heat-Treated ware has literally proved itself better qualified to speak for itself than through any verbal claims.

You can check your glasses yourself. Just look at the heat-treated mark at the bottom of your tumbler. Numerals indicate date of

manufacture—numeral at left shows year and numeral at right shows quarter. Add up the number of servings and you'll see how unbelievably economical Libbey Heat-Treated Glasses are.

Your Libbey Supply dealer has complete details. See him or write Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.

LIBBEY HEAT-TREATED GLASSWARE
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GENERAL OFFICES • TOLEDO 1, OHIO

Reading for Catholic Thinkers

(Continued from page 68)

Perhaps we have overemphasized the technique to the exclusion of the substance of the matter. The observation of Dr. Samuel Johnson, made in another day and another time: "They who do not read, can have nothing to think, and little to say," is true today. Adults who have not the habit of reading won't easily change the pattern of a lifetime. Teachers can change the situation tomorrow by producing Catholics who not only *can* but *do* read.

Today's Catholic Press includes publications to satisfy every interest, every taste, every reading capacity. There are about 400 Catholic magazines and more than 100 Catholic newspapers in this country today with a combined circulation of 21 million, yet our press fails to reach other millions of Catholics. Most Rev. Thomas K. Gorman, episcopal chairman of the press department of the National Catholic Welfare Conference, recently urged Catholic editors to seek readers among those who have an "unquenchable thirst for information on

matters of vital interest to the Church." Bishop Gorman attributed "the present indifference of Catholics in these matters" to the fact that "they were not prepared to take an interest while they were in school." Nevertheless we know that the schools are trying to arouse this vitally necessary interest.

Obviously, in order to do this, the teacher herself must be familiar with what is available. Only then can she interest others in the Catholic press. In addition to the "must" reading of professional magazines, she should be familiar with the Catholic journals of comment and opinion, should know what popular Catholic magazines are featuring, and should read her own diocesan newspaper thoroughly.

She should seek in her community library the variety of Catholic magazines and other periodicals that can broaden her knowledge of current affairs — religious and temporal — and give her a fuller perspective of her task in helping to form in her pupils

the attitudes and habits that will fit them for a fuller life as Christian citizens.

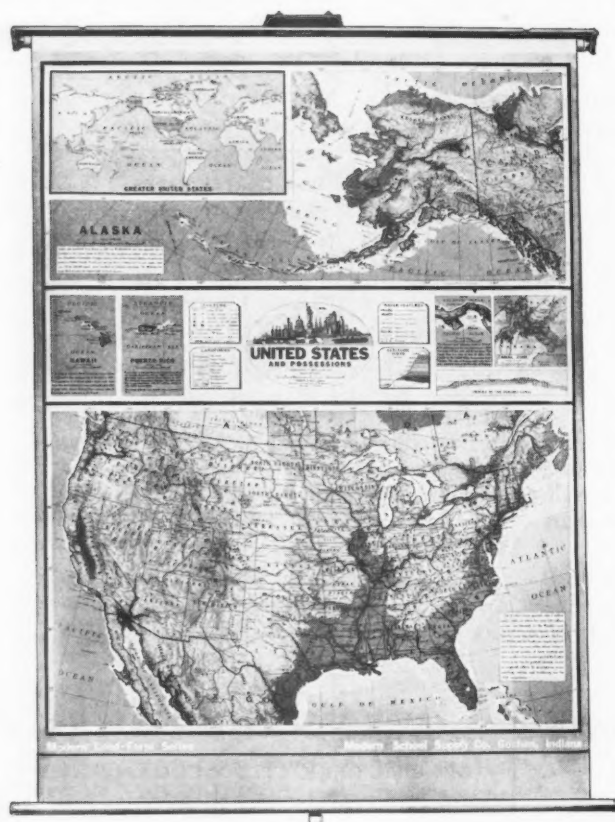
Dr. James A. Fitzgerald, chairman of the division of elementary education of Fordham University, said in a recent article:

"If adults generally are to read effectively in life outside the school, they must be taught systematically to read in school. If adults are to read high quality materials they must be taught as children to search out, to locate and to read materials of worth.

"If Catholic people are to read Catholic magazines and other magazines of high value, they will do so more universally and more effectively if they are introduced to Catholic periodicals — newspapers and magazines — while in school. Such a habit practiced in school will carry over to adult reading and will make life more worth living. Directed reading of the *Messengers*, supplemented with the less frequently published periodicals for children, achieves these purposes."

In many areas the schools are doing a tremendous job of co-operating with the diocesan newspaper in subscription drives, in staging special Catholic Press Month programs, in encouraging reading of good books. This sort of activity is to be en-

(Concluded on page 48A)



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Reading for Catholic Thinkers

(Concluded from page 46A)

couraged. It can have an even wider influence if it reaches into the home.

Reaching Into the Home

A more direct approach can be made by exposing those unfamiliar with the Catholic press to what is available. One such approach, on the adult level, is through the encouragement of the organization and operation of a parish library by parent teacher groups or other parish organizations. The circulating library should include books, pamphlets, pocket-books, and a periodical rack to show the widest possible variety of Catholic publications. Of course, such a center should not supplant the church rack where publications are for sale. These are but a few suggestions that might produce wider interest.

In our day mass media — newspapers, magazines, television, radio, movies — have become the normal means of transmitting information and ideas. Our schools should make all these media the object of classroom training in perception and judgment, through regular reading of publications suited to the students' specific needs and abilities. If they do, adults will be guided toward selective reading of their own.

These points were highlighted in a recent letter sent to the French Social Week by Monsignor Angelo Dell'Acqua, the Holy See's Substitute Secretary of State for Ordinary Affairs, writing in behalf of Pope Pius XII:

"It is important in our days that the critical sense of the young be formed with care, at an age when they move freely in civic and social life; not however, in order to flatter a taste for criticism to which this age is only too much inclined nor to favor an independent mind, but in order to teach them to live and to think as men in a world where the means of disseminating news and ideas have acquired a compelling strength of persuasion.

"To know how to read a book, judge a film, criticize a television program — to know, in a word, how to protect the mastery of one's own judgment and feelings against all that tends to depersonalize man has become the requirement of our times.

"Parents and educators, therefore, have the responsibility of protecting the growing generation against the new myths which may possibly seduce it. They will serve the future of society more efficaciously by this."

HERE ARE JUST 4

1551 *Student*



OF MORE THAN 28

1555 *Shorthand*



GOOD REASONS WHY

2668 *General writing*



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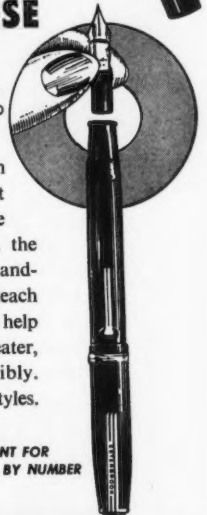


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New Books

(Continued from page 42A)

Fun Around the World

By Frances W. Keene. Paper, 128 pp., \$1. The Seaboard Press, Pelham, N. Y.

This is a colorful work-play book filled with stories and basic information about the inhabitants and customs of each of the member countries of the United Nations. It is designed for children aged 9 to 14 and contains descriptions of various types of recreation enjoyed by children those ages in foreign lands. It also contains easy directions for imitation of the foreign forms of recreation. A stimulating book to instill in youngsters a lasting interest in and knowledge of foreign countries.

Dictionary of New Words

By Mary Reifer. Cloth, 234 pp., \$6. Philosophical Library, New York, N. Y.

English is a rich language growing richer each year as our culture, our science, and our literature grow. The present book is a collection of some 6000 words and phrases which have become current in the past five years. It is hoped that the book will sell well enough so that the author and the publisher may revise it at least biennially and keep it completely up to date. Teachers and editors will particularly appreciate the book.

Selfwelding

By L. H. Houck. Cloth, 128 pp., \$1. The Lincoln Electric Co., Cleveland 17, Ohio.

This welding book, subtitled "A Method for Making Home Projects in Metal," consists of a brief introductory section of general welding information that is followed by 90 pages of simple home projects. Directions for the construction of many novel and useful items are given.

Careers for Women in the Armed Forces

A free booklet published by the Department of Labor and the Department of Defense that discusses enlistment of women into the armed forces and describes some of the jobs and opportunities for advancement available to service women. Copies may be obtained from the Women's Bureau, U. S. Department of Labor, Washington 25, D. C.

Words of Faith

By Francois Mauriac. Cloth, 118 pp., \$2.75. Philosophical Library, New York, N. Y.

Six essays on Christian life and civilization were delivered on the occasion of the author's reception of the Nobel Prize for Literature.

Dictionary of Early English

By Joseph T. Shipley. Cloth, 758 pp., \$10. Philosophical Library, New York, N. Y.

This dictionary defines and describes the origin of some 6500 words found in early English literature and used in the arts and sciences as well as in everyday living. The book should be found especially valuable by scholars who must refer to medieval and later books and documents.

The Promised Woman

Edited by Brother Stanley G. Mathews, S.M., boards, 316 pp., \$4. The Grail, St. Meinrad, Ind.

This Marian anthology brings together 26 magazine articles and extracts from books prepared by popular writers of the nineteenth and twentieth centuries. It properly concludes with extracts from eight pastoral letters and encyclicals.

Our Lady's Daily Hours

By Dominic J. Unger, O.F.M.Cap. \$4.50. St. Anthony Guild Press, Paterson, N. J.

This new edition of the Little Office of the Blessed Virgin Mary is notable for its splendid typography and for the use of: (a) the new Latin Psalter, and (b) the recent translations of the New Testament and the Psalms in the Confraternity edition of the Bible.

The Wolf

By Mary Harris. Cloth, 105 pp., \$2.25. Sheed & Ward, New York 3, N. Y.

This is a pleasingly different saint story for young children aged 8 to 12. It is a comparatively short

and fast moving tale about three children who are snowbound in the country for three days with their ailing grandmother. How they receive help from a saint in time of need provides an engrossing narrative.

Young Mary Stuart

By Marian King. Cloth, 158 pp., \$2.50. J. B. Lippincott Co., Philadelphia, Pa.

History is made fascinating and exciting in this account of the girlhood of a famous Queen. The historical figure, Mary Stuart, becomes real as does the time in which she lived. Teenage girls are sure to enjoy reading this romantic, eventful life story of an actual girl queen.

Modern Adventure Stories

By E. P. Dressel and B. Hirsch-Zino. Paper, 88 cents each. Row, Peterson & Co., Evanston, Ill.

These are three new mystery-adventure stories titled: *The Strange Paper Clue*, 64 pp.; *The Man With the Pointed Beard*, 96 pp.; and *Find Formula X-48*, 96 pp. Written by an elementary school reading consultant and a former elementary school reading specialist they contain mature, interesting material writ-

ten on a low vocabulary level. They are ideal books for retarded readers in the upper elementary grades and in junior and senior high schools.

Youth and the World

By Charlotte C. Whitaker. Cloth, 512 pp., \$3.80. J. B. Lippincott Co., Philadelphia, Pa.

This is a reader-anthology text for the upper high school grades containing many selections by young people or about young people. All selections in it are grouped according to ideas rather than time or place of authorship. Included in its wide range of material are pieces by Eric Sevareid, Joseph Conrad, Stephen Benet, John Keats, Leo Tolstoy, James Thurber, Carl Sandburg, Confucius, Shakespeare, and William L. Laurence. A teacher's manual is available for the book.

Guides to Africa

The H. W. Wilson Co. (New York 52, N. Y.) has issued 1955 editions of *Year Book and Guide to Southern Africa* and *Year Book and Guide to East Africa*. Both books are compiled by A. Gordon Brown and each is priced at \$3.

(Concluded on page 52A)

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New Books

(Concluded from page 51A)

Christians Courageous

By Aloysius Roche. Cloth, 151 pp., \$2.50. Sheed & Ward, New York 3, N. Y.

This is a brief but inspiring review of some of the Christian heroes from the earliest days of Christianity to modern times. Fourteen lives are depicted realistically, revealing anew outstanding achievements of Christians through the ages.

Twenty Tales of Irish Saints

By Alice Curatyne. Cloth, 186 pp., \$2.75. Sheed & Ward, New York 3, N. Y.

This is a collection of gay Irish legends told by a true Irish storyteller. Written in the traditional delightful Irish manner they will appeal to young readers.

Standards of Christian Education

By Godfrey P. Schmidt. Paper, 11 pp. The English Catholic Education Association of Ontario, 550 Church St., Toronto, 5, Ontario, Canada.

This is an address delivered at the 12th annual Catholic education conference in Toronto, April 12, 1955. The author is professor of constitutional law at Fordham University, New York City. He lays down some fundamental principles for judging Christian education based on St. Paul's ideals "for the development of your inner selves; and to have Christ dwelling through faith in your hearts."

Saint Luke Paints a Picture

By Sister M. Julian Baird, R.S.M. Paper pamphlet, 8 pp., five cents. Grail publications, St. Meinrad, Ind.

A pamphlet telling the story of what prompted St. Luke to paint "Our Lady of Perpetual Help."

General Metal

By Roland B. Fraser and Earl L. Bedell. Cloth, 256 pp., \$3.50. Prentice-Hall, Inc., New York, N. Y.

The subtitle of this book, "Principles, Procedures, Projects," explains precisely its content. It contains basic information about metal along with hints on how to develop skill in making attractive and useful articles of metal. Written in clear, intelligible language it is well within the reading ability of the average student.

To London To London

By Bernadine Bailey and Deborah Sussman. Cloth, 144 pp., Beckley-Cardy Co., Chicago, Ill.

This interesting story of a young American boy's visit to England is a geography, history, and social science lesson all rolled into one. Cleverly worked into the young boy's travel experiences are valuable details about England's points of interest, its famous people, and its social customs. An appealing story of educational value.

Selected Films for World Understanding

By Wendell W. Williams. Paper, 88 pp., \$1. Indiana University Audio Visual Center, Bloomington, Ind.

Here is a handbook of information on close to 400 films useful to high school social studies classes, college courses in political and social science and adult community groups interested in international relations and world affairs. Titles are listed topically and geographically. A brief description is given of each film, its length, producer, distributor and approximate date of production.

The Upper Room

By Reverend Thomas Plassmann, O.F.M. Cloth, 210 pp. The Franciscan Institute, St. Bonaventure, N. Y.

This series of 18 meditations is intended for reading at priests' retreats. It represents splendidly the Franciscan idea of priestly spirituality.

100 YEARS OF MAPS

Rand McNally & Co., well-known publisher of maps and atlases, is celebrating in 1956 its centennial. As a preliminary gesture the company enclosed with its Christmas and New Year's greeting a copy of a map of the United States published one hundred years ago. There were only 31 states at that time and railroads ended at the Mississippi.

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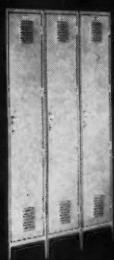
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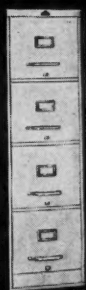
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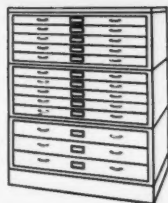
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HONORS AND APPOINTMENTS

Dominican Provincial

REV. WILLIAM D. MARRIN, O.P., has been elected prior provincial of the Dominican Fathers of St. Joseph. He succeeds VERY REV. TERENCE S. McDERMOTT, O.P. As prior provincial of St. Joseph's Province, the parent Dominican organization in the U. S., Father Marrin will govern 13 priories, 17 smaller houses, Providence College, Providence, R. I., and Aquinas College-High School, Columbus, Ohio. He also will control the activities of more than 700 Dominican Fathers, Brothers, and students teaching in many religious and secular institutions in the East.

Xavier Medal

REV. JAMES G. KELLER, M.M., of New York, founder and director of the Christopher movement, received the 1955 St. Francis Xavier Medal for outstanding leadership in Catholic education and thought.

Spellman Award

REV. EDMOND D. BERNARD, associate professor in the school of sacred theology at the Catholic University of America, was presented the 1955 Cardinal Spellman award for excellence in the field of theology. Father Bernard has been a member of the Catholic University faculty since 1943. He is associate editor of the *American Ecclesiastical Review* and the author of several books on theology. During 1951-52 he was president of the Catholic Theological Society of America.

Savio Award

SISTER ROSE MADELEINE, O.P., St. Ignatius Convent, Hicksville, L. I., was presented the Savio relic for outstanding activity for 1955. She was chosen from among 1000 moderators and promoters of the St. Dominic Savio Club.

St. Vincent de Paul Medal

BERNARD J. KEATING of Arlington, N. J., philanthropist, leader in Catholic Charities and in the civic life of his community, was named outstanding Catholic layman of the year for 1955. He was awarded the St. Vincent de Paul medal by St. John's University, Brooklyn. The medal is bestowed in recognition of "notable and selfless effort and achievement particularly in the field of social service."

Papal Medal

CHARLTON FORTUNE, artist and director of the Monterey Guild of Liturgical Artists, was presented the papal medal Pro Ecclesia et Pontifice, in recognition of her work for the Church during the past 27 years.

NCEA Regional Officers

REV. JAMES J. SHANAHAN, S.J., president of St. Peter's College, Jersey City, was recently elected chairman of the Eastern Regional Unit, college and university department of the National Catholic Educational Association. REV. CORNELIUS WELCH, O.F.M., dean of St. Bonaventure's University, Olean, N. Y., was elected vice-chairman, and SISTER M. MURIEL, S.C., Seton Hill College, Greensburg, Pa., was elected secretary.

Marian Award

REV. JOSEPH A. SKELLY, C.M., of Philadelphia, who directs the Central Association of the Miraculous Medal, recently received from the University of Dayton, its sixth annual Marianist award. This award is given for

"outstanding service in America for the Mother of God."

Letters of Benefaction

DR. FRANK R. SHEA, M.D., was recently presented with letters of benefaction by the Christian Brothers of De La Salle College, Catholic University of America. The honor came in recognition of Dr. Shea's 20 years of service as regular physician of the college, which is the house of studies of the New York province of the Brothers.



Very Rev. Vincent F. Beatty, S.J.,
New President of Loyola College,
Baltimore, Md.

Pan American Award

DR. JOAQUIM DE SIQUERIA COUTINHO, professor emeritus of geopolitics at the Georgetown University school of foreign service, Washington, has received the 1955 distinguished Service Medal of the Pan American Institute. Dr. Coutinho received the award for "improving relations between the United States, Brazil, and Portugal."

Magazine Editor

The new editor of the *Far East*, the Columban Fathers' mission magazine, is REV. DONAL O'MAHONY, S.S.C., a nephew of Bishop Edward J. Galvin, S.S.C., founder of the Columban Fathers and first editor of the magazine.

Youth Award

LINDA CLARK, a 21-year-old senior at the College of St. Rose, Albany, N. Y., will receive this month an award for being chosen the Outstanding Catholic Youth of 1955 by the National Council of Catholic Youth. The award, the first of its kind to be presented by the Council, is being given to Miss Clark for her outstanding work as prefect of her college Sodality. She has been an active supporter of NFCCS activities in the New York-New Jersey region, and has represented the college in various local, regional, and national meetings.

Diocesan School Superintendent

REV. JOHN B. McDOWELL has been appointed superintendent of the Pittsburgh Diocesan schools. He succeeds VERY REV. THOMAS J. QUIGLEY, who has served as superintendent of schools for 17 years. Father McDowell has been acting as assistant superintendent since 1952.

Expansion Program Praised

REV. THOMAS J. MCCALLEN, C.M., former treasurer of St. John's University, Brooklyn,

was recently paid tribute by both the board of trustees and the alumni association of the University. They credited him with being significantly responsible for the building of the newly opened division at Hillcrest.

Principal of Collegium Hiroshima

REV. GEORGE MINIMIKI, S.J., who is completing his studies in the Society of Jesus in France, will be the first principal of the new Collegium Hiroshima to be opened at Hiroshima-shi, Japan, in the fall of 1956. REV. HILARY R. WERTS, S.J., of Los Angeles, is supervising construction of the enterprise and will serve as religious superior.

He Uses His Talents

REV. COLUMBAN CLINCH, O.S.B., 52 years old, was ordained to the priesthood at St. Benedict's Abbey, Atchison, Kans., last June. Father Clinch has an interesting and significant biography. He is a Negro and a convert to the Catholic faith and a former college dean.

A native of Kansas City, Kans., Father Clinch was graduated from the University of Kansas in 1926 and became a teacher of English at Morris Brown College, Atlanta, Ga., serving for a time as dean. Meanwhile he obtained his master's degree at Kansas University. In 1940, he returned to the university to work for a Ph.D. in history, but was called into the army. His military service included two years in Italy. At the end of the war he attended the University of Florence, where he was elected president of the student body.

AD MULTOS ANNOS

★ REV. JOHN LAFARGE, S.J., on November 8, celebrated a solemn Mass in commemoration of his fiftieth anniversary as a priest and also as a Jesuit. He was ordained at Innsbruck, Austria, in July 1905, and entered the Jesuit order at Poughkeepsie, N. Y., in November of the same year.

Father LaFarge, who is 75 years old, is an active member of the staff of America. He is best known for his activities in opposition to race prejudice. He has also been active in the Catholic Association for International Peace, the Liturgical Arts Society, St. Ansgar's Scandinavian Catholic League, and African missions.

★ BROTHER AUGUSTINE BENEDICT, F.S.C., principal of the School Department of Lincoln Hall, New York, recently celebrated the 25th anniversary of his entrance into the Brothers of the Christian Schools.

REQUIESCANT IN PACE

● REV. EDWARD J. NEELS, treasurer of the Vincentian Fathers order for 30 years, died, December 20, at the age of 70. At the time of his death Father Neels was serving as chaplain at the Good Shepherd house in Chicago.

● VERY REV. MOTHER JEANNE CORNEAU, superior general of the Roman Catholic Congregation of Our Lady of the Retreat in the Cenacle, died recently at the mother house in Paris at the age of 69. She entered the order in 1913 and had held many offices in the order, including that of Provincial of France.

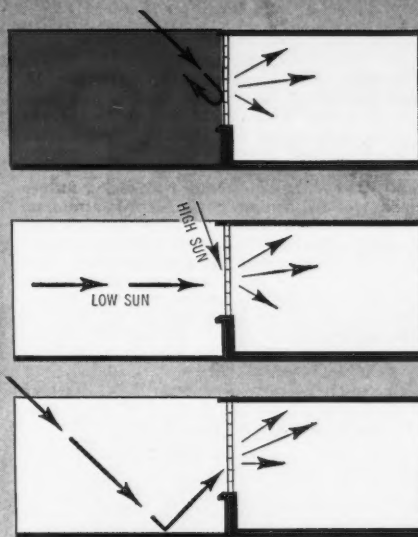
● SISTER AGNES JOSEPHINE SMITH, principal of St. Michael's School, Newark, N. J., died, December 17, at the age of 75.

(Continued on page 56A)

Rejects hot summer sun—This diagram shows how the 80-F block reflects a major portion of the light from the sun at the critical 45° angle, thus reducing brightness and solar heat transmission during hot weather.

Uniform light transmission—Prismatic design is selective and controls the amount of light transmitted from various sun positions, thereby providing uniform light transmission all day long.

Transmits ground-reflected light—This diagram shows how the 80-F transmits the cool light reflected from the ground. This feature is especially important when the sun is not on the fenestration.



OWENS-ILLINOIS' NEW SOLAR- SELECTING GLASS BLOCK No. 80-F COOLER IN HOT WEATHER



Solar heat input is greatly reduced. In a test during hot weather—when the outside temperature was 90°—the room side surface temperature was 14 degrees less than that of a conventional type light-directing glass block.

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1. It has a surface brightness less than half that of earlier types.
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Illumination surveys show that maximum illumination on vertical surfaces occurs when the sun is at an altitude near 45°. It is this sun altitude position which produces maximum solar heat and brightness conditions on vertical windows or panels. Prisms within the 80-F block are designed to reflect a major portion of this maximum illumination.

For non-sun exposure, a companion block, the No. 80, is recommended. This

block is identical to the 80-F, except that it does not have a fiber glass screen. Therefore, it transmits a higher percentage of light.

Complete information available. Send for the free, technical bulletin that gives the details. Just write "No. 480F" on your letterhead and mail to Kimble Glass Company, subsidiary of Owens-Illinois, Department CS-2, Box 1035, Toledo 1, Ohio.

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Catholic Education News

(Continued from page 54A)

● **REV. JOSEPH F. CARROLL, S.J.**, retired director of the Marquette University physics department and a well-known seismologist died, December 12, at the age of 63. Father Carroll came to the United States from Ireland in 1911. He was a member of the American Physical Society, a fellow of the American Association for the Advancement of Science, a member of the Industrial X-Ray Society, and of the American Society of Spectrographers.

● **REV. CONRAD J. DANIELS, O.S. Cam.**, superior of the House of St. Camillus, Cambridge, Mass., and former superior of St. Camillus

monastery, Milwaukee, died, November 18, at the age of 53. Father Daniels was born in Germany and taught in schools of the Order in Germany and Holland before coming to the United States in 1939.

● **REV. WILLIAM ARNAUD FOX, S.S.S.**, former editor of the *Sentinel of the Blessed Sacrament*, former national director of the People's Eucharistic League and former national director of the Nocturnal Adoration Society died, November 3, at the age of 66. At the time of his death he was stationed at the Blessed Sacrament Fathers' Novitiate at Bowral, Australia.

● **REV. CASPAR A. HAFNER, C.M.**, of the Vincentian Fathers Miraculous Medal Novena Band, died recently at the age of 65. Father Hafner taught at St. Joseph's College, Prince-

ton, N. J., and also at St. John's University, Brooklyn. He was well known in the East as a preacher.

● **DR. ERNEST G. THEROUX**, former chairman of the department of physics of St. John's College, Brooklyn, died recently at the age of 72. Dr. Theroux taught at St. Jerome's College in Ontario and St. Joseph's College for Women in Brooklyn before joining the faculty of St. John's in 1921.

● **REV. MATTHEW BRITT, O.S.B.**, a member of the editorial advisory committee for the *CATHOLIC SCHOOL JOURNAL*, died recently at the age of 83. Father Britt was noted for his scholarly work in hymnology and the liturgy. He was one of the oldest priests in point of service in the Archdiocese of Seattle. The best known of the five books he wrote are *Hymns of the Breviary and Missal*, *How to Serve*, and *A Dictionary of the Psalter*.

● **SISTER CATHERINE FRANCIS GALVIN**, professor of mathematics at Siena College, Memphis, Tenn., died, December 2. Sister Catherine Francis taught for more than 30 years. She had been a teacher in the public schools of Nebraska before becoming a member of the Dominican order in the early 20's. She had also acted as superior of her community for several years, and as Bursar at both St. Agnes' Academy and Siena College.

● **SISTER M. DANIEL, I.H.M.**, chairman of the graduate division of Marywood College, Scranton, Pa., died, December 3 after a brief illness. She had been a member of the faculty at Marywood College for 20 years and prior to that she taught at St. Patrick's High School, Scranton; St. Joseph's High School, Williamsport, and St. Mary of the Mount High School, Pittsburgh.

● **MOTHER MARIE STE. JEANNE DE VALOIS**, provincial for the United States province of the Sisters of the Presentation of Mary, died recently at the age of 78. She was a native of St. Simon Bagot, P.Q., Canada, and had been a member of the Sisterhood for 56 years. In 1919, she was named counsel general of the community and went to the mother house in France. She returned to this country in 1925 when she was made superior general for the Canadian and United States province.

● **SISTER ANGELINA RUBERTONE, M.P.F.**, former procurator of the Institute of Religious Teachers Filippini, died recently. Sister Angelina has also served as provincial councilor and for many years as supervisor of the community's schools.

● **REV. DAVID NUGENT, S.J.**, former provincial of the Maryland Province of the Society of Jesus, died in the latter part of November at the age of 60. Father Nugent held high positions in the Jesuit Order and in Catholic educational institutions in Maryland. He was rector and president of Woodstock College and administrator at Loyola College as well as Provincial and administrator of Loyola High.

EDUCATIONAL MEETINGS

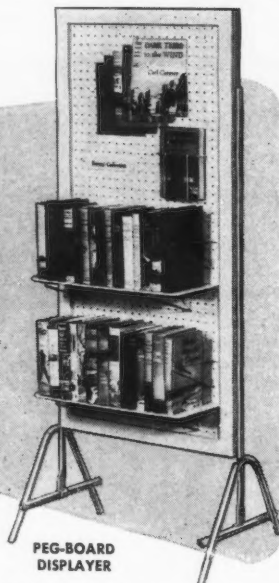
CCD Congress Planned

The Confraternity of Christian Doctrine will hold a national congress next September in Buffalo to serve as a "testing ground" of CCD progress in the past five years. According to Archbishop Edwin V. O'Hara of Kansas City, chairman of the CCD Episcopal Committee, a six day session stressing the character of the CCD as a lay apostolate is planned. Lay representatives will give reports and participate in the discussions and training courses.

(Continued on page 58A)

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Catholic Education News

(Continued from page 56A)

Successful Youth Conference

The National Catholic Youth Conference held in St. Louis, December 1, attracted a larger group than ever before—1300 delegates from 47 different dioceses were present. Former President Truman addressed the group regarding constitutional study and its importance to young people. He expressed the hope that one day one of them might become president.

Rev. William J. Clasby, inspector general for the U. S. Air Force Chaplain's office, also addressed the convention, and he received one of the longest and spontaneous ovations.

Many of the delegations wore characteristic hats to remind others of their homeland. This lent brightness and color to the convention. Kansas came bearing sunflowers, the Boston delegation wore Paul Revere tricorns, Pennsylvanians wore coalminer hats, and Worcester, Mass., delegates came replete with canes and red and gold crowns.

Sacred Doctrine Meet

The New York regional meeting of the Society of College Teachers of Sacred Doctrine took place at Manhattanville College of the Sacred Heart, Purchase on December 3. Following the directives of the Committee on Current Problems, the topic under discussion was the "Finality of the College Course in Sacred Doctrine." A paper was read by Rev. Francis M. Keating, S.J., of St. Peter's College, Jersey City, and a discussion period followed in which about 50 members took part.

Fine Arts Society Formed

Art department representatives from Catholic colleges and schools in four states founded the Catholic Fine Arts Society at an art conference held at Marymount College, Tarrytown, November 25-27. The association aims to foster high standards of art with emphasis on the traditional and a fresh approach to the modern. Objectives include creative work by individual members, group projects and exhibits. Activities stress an interchange of ideas, lectures, and demonstrations.

The group representing Eastern New York, Pennsylvania, New Jersey, and Connecticut, elected the following officers: president, Sister Mary Andrews, S.C., College of Mount St. Vincent; vice-president, Mother Marie Stanislaus, R.S.H.M., Marymount College, Tarrytown; secretary-treasurer, Mother Mary Ambrose, S.H.C.J., Rosemont College.

History Convocation

A two-day convocation attended by 400 historians was held at Loyola University, Chicago, in November to do a co-operative appraisal of Arnold Toynbee's *A Study of History*. The controversial ten-volume work was described as inaccurate in part, prejudiced, yet "a notable monument of our century's intellectual history." Dr. Edward T. Gargan, professor of history at Loyola and chairman of the symposium, in outlining the symposium content, said Toynbee has been belittled by most noted historians, but that "despite this official scorn, Toynbee enjoys in academic circles an enormous bootleg reputation which is now forcing the conservative academic journals to re-examine their previous scorn and acknowledge the greatness of his work."

(Continued on page 59A)

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Catholic Education News

(Continued from page 58A)

Library Conference

The Mid-South Conference of the Catholic Library Association, held in Nashville on November 26, drew representatives from seven states and from many types of libraries. The theme of the conference was "Freedom and Authority: The Librarian's View." Rev. Vincent Mallon, M.M., executive secretary of the Catholic Library Association and editor of the *Catholic Library World*, in giving the keynote address discussed the problems and satisfaction involved in these two concepts. He said, "The controversy over the correct relation of freedom to authority is as old as Adam in its basic form and is essentially theological. It enters into all the great areas of human affairs—politics, economics, religion, education, and the rest. It is clear, then, that since libraries contain writings on all the great phases of human affairs, librarians will be supremely beset by the problem."

Bible Scholars Meeting

Bible scholars from various countries will participate in a symposium to be held in New York in September, 1957, to assess the famous Dead Sea scrolls. Monsignor Patrick W. Skehan, of the Catholic University of America will be one of the two representatives of the American School of Oriental research to work on the scrolls.

The scrolls, now in Israel, were found during 1947 in a cave near Jericho by wandering Bedouin shepherds. They include the oldest known manuscript of the Book of Isaias, a commentary on the Old Testament Book of Habbakuk, and a collection of doctrines and practices of the Essenes, an ascetic sect who lived about the time of Christ.

DIOCESAN ACTIVITIES

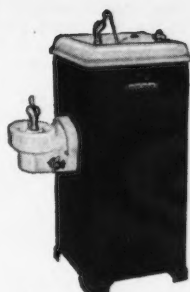
Annual School Report

The annual superintendent's report for the archdiocese of Milwaukee for the school year 1954-55 states that enrollments in the schools of the archdiocese have increased for the tenth consecutive year. It predicts that by 1965 the enrollment in the archdiocesan schools will increase by another 40 to 50 per cent. To meet this growth it explains it will be necessary to employ more and more lay teachers and to retain all satisfactory personnel. The setting up of an attractive security guarantees program is suggested as an aid in acquiring the necessary lay teachers.

Along with the increase in general school population there is occurring an increase in exceptional children. In the past year, arrangement has been made for the special education of these children. Two consultants have been appointed: Sister M. Jane Frances, S.S.J., who will direct the education of the slow learner and Sister M. Jagues, O.P., the education of the blind and low-vision pupils, the hard of hearing, and those in need of speech correction. To further aid lay teachers in the teaching of religion, arrangement has been made with Marquette University to conduct classes in methodology in the teaching of religion.

The enrollment statistics given in the report are as follows: there was an increase of 5650 in elementary school enrollment which totaled 71,754, and an increase of 668 in high school enrollment which totaled 11,466. The enrollment for junior colleges totaled 303, for senior colleges 2309, and for Marquette University 9255.

(Concluded on page 60A)



Cooler with side-fountain, one of many distinctive types



Bascom Elementary School, Warren, Ohio
Architect: Arthur F. Sidells, Warren
General Contractor: Campbell Construction Co.

In Warren, Ohio

Architect Sidell has provided a design that affords plenty of natural light and air and an abundance of class-room space. In keeping with his selection of the best materials and equipment is

the choice of Halsey Taylor fountains and coolers.

...The Halsey W. Taylor Co., Warren, O.

HALSEY TAYLOR

America's Favorite
Fountains



S-61

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DANCE
ASSOCIATES**
proudly
present

**Two all NEW
HONOR YOUR PARTNER**

Recorded Teaching Aids
by **ED DURLACHER**

Couple Dances and Mixers (album 9)

"Talk-through; walk-through" progressive instructions for the Waltz, Varsouvienne and Heel and Toe Polka . . . on three records. Plus music for the three dances on the fourth record.

Play Party Games, Singing Games and Folk Dances (album 10)

Paw Paw Patch, Jolly is the Miller, Looby Lou, Eagle Dance, La Raspa, Scebogor, Chimes of Dunkirk, and Crested Hen . . . "talk-through; walk-through" progressive instructions plus the incomparable music of The Top Hands. Four records.

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SQUARE DANCE ASSOCIATES
P.O. Box 643, Freeport, N. Y.

Gentlemen: Please send me free brochure of Honor Your Partner Teaching Aids, including the new albums 9 and 10.

Name

Address

City Zone State

Catholic Education News

(Concluded from page 59A)

Forensic League Formed

Twenty-five high schools of the Newark, N. J., Archdiocese formed a unit of the Eastern Regional Catholic Forensic League. Sister Jane Sebastian, a Sister of Charity, stationed at St. Mary's High School, Elizabeth, was elected president of the unit. The Newark Forensic League was formed as a result of a request by the executive council of the Eastern Regional organization which comprises high schools in the dioceses east of the Mississippi River. Purpose is to sponsor contests in oratorical declamation, original oratory, extemporaneous speaking, and debate.

Building Fund Oversubscribed

Catholics in the Archdiocese of San Antonio, Tex., have pledged \$4,293,000 to oversubscribe the fund to expand and rehabilitate Assumption and St. John's Seminaries, to erect four archdiocesan high schools, and to permit parochial construction in San Antonio and Victoria.

Wichita Teachers' Institute

The Catholic schools of the Diocese of Wichita held their annual Teachers' Institute on November 3 and 4 under the patronage of Most Rev. Mark K. Carroll and directed by Rev. Arthur A. Barth, superintendent of education.

Rev. Robert Southard of Sacred Heart College, Wichita, gave the opening address on the subject, "What the College Teacher Expects of the Elementary Religion Teacher." Rev. Aloysius Heeg, S.J., of the staff of the Queen's Work, St. Louis, conducted sessions on the teaching of religion in the Catholic elementary school.

The Federation of Catholic Parent-Teacher Associations conducted a round-table session explaining to all teachers the formation and purpose of the P.T.A. organization and how it can help solve many of the problems connected with successful school functioning. The principals and teachers of the secondary schools met as committee groups to draw up a multiple-choice list of acceptable textbooks and to discuss the approval of a proposed handbook for the Catholic high schools of the diocese.

SIGNIFICANT BITS OF NEWS

Science Careers Shunned

Catholic high school students are shunning the sciences, according to Msgr. George N. Schulte, head of the chemistry department at Loras College and teacher for 25 years. The reason is they are duped by "false fears."

Too many students, he said, believe that science is only for a select few. The "course is too difficult" idea sticks and they slide into other fields. "Scientists aren't too numerous and laboratories aren't located in every community," Msgr. Schulte pointed out. Students don't entertain the idea of becoming a scientist as readily as they do the other professions and fields.

He stated that because of teacher shortages many high schools drop advanced mathematics and science courses. Aspiring scientists are left unprepared to cope with college science courses.

Wholesome Movies Crusade

Plans for a crusade of instruction and guidance to be brought to the Catholic people of the nation relative to the moral trends and influences of motion picture entertainment were approved by the Bishops of the

United States at their annual meeting held in Washington. It is the announced purpose of the crusade to seek a reactivation and revitalization of the aims and purposes of the National Legion of Decency. The crusade is intended to reach into every parish in every archdiocese and diocese of the country with the aim of arousing the Catholic people to vigorous protest over the increase in objectionable films. Bishop William A. Scully of Albany, chairman of the Bishops' Committee on Motion Pictures, said that in 1955 the Legion had listed the largest percentage of objectionable films in its history.

Rosary Films

Rev. Patrick Peyton, C.S.C., internationally known apostle of the family rosary, recently announced that he will produce a series of religious films depicting the 15 mysteries of the Rosary. Father Peyton said that the films will be made in Spain for showing on television and in commercial theaters. Both Spanish and English-language films will be made.

Church History Needed

One of the pressing needs of the Church in this country is a multi-volumed, definitive history of American Catholicism, a leading priest-historian told the annual meeting of the United States Catholic Historical Society at Marymount College, New York. Speaking on "Some Problems of an Historian of the American Church," Rev. Francis X. Curran of the New York Province of the Society of Jesus warned that while American historians are "paying increasing attention" to the history of Christianity in the United States, they are drawing on sources indifferent to or hostile to Catholicism. "Unless we bestir ourselves," Father Curran said, "that history will be formulated without us and against us." The history of American Christianity has largely been written by Protestant ministers and religious secularists, the Jesuit historian contended, and in these histories the Catholic Church "is outside the mainstream of American Christianity; it is something un-democratic, something un-American."

Government Aid Spurned

Archbishop Richard J. Cushing of Boston said he would refuse government funds for Catholic school buildings in his archdiocese if any were offered. He made the statement before 1500 persons in dedicating a new \$500,000 Immaculate Conception school and parish center. "We are not looking for any federal or government aid to build our schools," the archbishop said. "I would absolutely refuse the offer, for I cannot see how any government or state would build schools without expecting to control them in whole or in part."

American Teachers Too Easy

Msgr. Alfred F. Horrigan, president of Bellarmine College, Louisville, Ky., in keynoting the 15th annual Loretto Heights College educational conference urged Catholic educators to go beyond the gimmicks in education and "ask for greatness" from their students. Msgr. Horrigan visited European schools last spring. He said American schools compare favorably in all but one respect—an adequate means of identifying, pushing, and inspiring the gifted student. "Our most tragic blunder," he continued, "might be concentrating time and energy on gimmicks to amuse young people when they are looking for us to give them something worth living and dying for."

Legal Reporting Service

The Vanderbilt University School of Law, Nashville, Tenn., has announced it will begin

publishing this month a new professional magazine entitled *Race Relations Law Reporter*. Designed primarily for educators, education administrators, attorneys, and public officials it will carry decisions of courts, provisions of state constitutions, acts of state legislatures, ordinances of municipalities, opinions of attorneys-general, regulations of state departments of education, and rulings of local boards of education. Dean John W. Wade who made the announcement said that the publication will be strictly objective; it will not editorialize nor express opinions on the legality of particular plans or procedures.

Health Service Bill

A bill extending free health services to pupils of private and parochial schools was recently introduced in the Pennsylvania Senate and referred to its education committee. Senator Charles Mallory, co-sponsor, said the measure was "long overdue." He told the Senate that the regular health examinations and sight and hearing tests provided by the state should be made available to all students.

Religious Song Backers

Religious Song Guild, Inc., an organization designed to promote wider use of religious songs on radio and television and as teaching aids in schools was recently formed in New York City. It has already produced two songs, "I'm a Soldier in Christ's Army," about the sacrament of confirmation and "The Ten Commandments Song for Little Children." The numbers were recorded by the St. Bartholomew's Boy Choir and released nationally on the Unique label. Six other songs on the sacraments and the commandments are currently in preparation.

Science Periodical List

A complete list of scientific periodicals contained in 24 major libraries of Rome and two of Florence is the first publication of the Bibliographical Center founded in 1952 by Cardinal Spellman as a section of the Vatican Library. The center, only one of its kind in the world, was founded to enable scholars to locate in the great libraries of the world the books, periodicals, and other materials needed to carry on their studies into the life and activity of the Church.

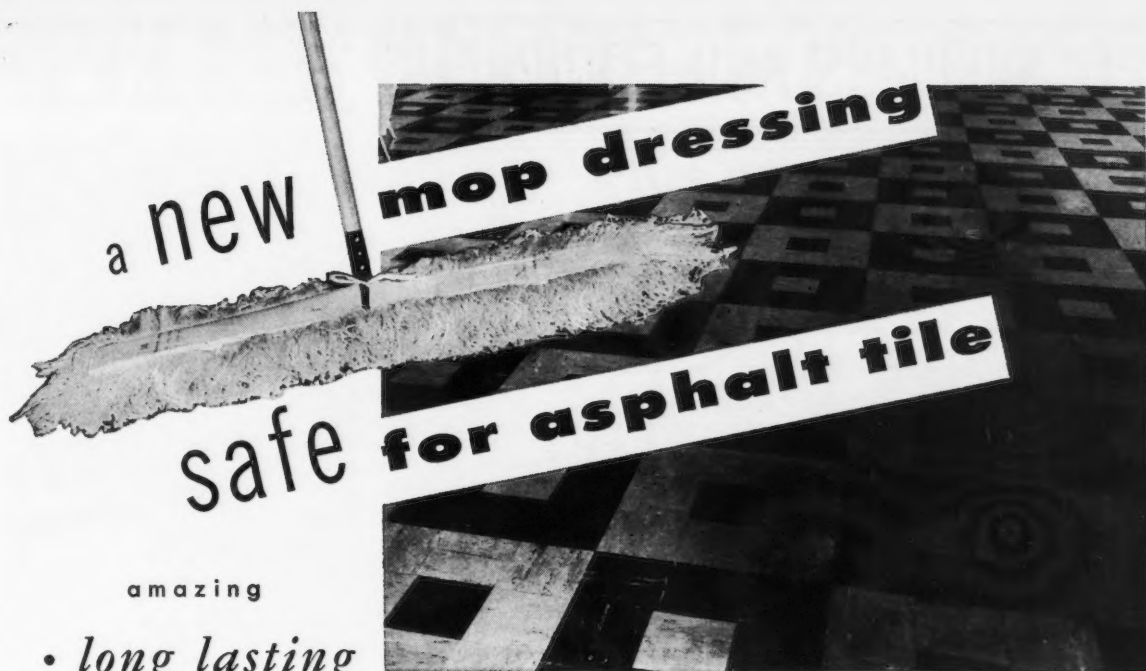
Philosophical Volume

Members of the Catholic Philosophical Association have written a volume in honor of Rev. Charles Hart, Catholic University of America philosophy professor who has served as secretary of the association for the past 25 years. Contributors to the volume, titled *Progress in Philosophy*, include distinguished philosophers in the field of Thomistic philosophy in the United States.

CONTESTS

Home Builder Association Contest

The National Association of Home Builders is sponsoring its second annual contest for elementary school teachers. First, second, and third prizes are \$500, \$250 and \$100 respectively. Contestants must write a report on "How I Teach Housing in My Grade." Entries should be 2000 words or less in length and written in the form of a report or a plan for a teaching unit. Any teacher of grades kindergarten through eighth grade is eligible to enter the contest provided he or she is currently teaching in a public, private, or parochial school in the United States or one of its territories. Complete details may be obtained from the National Association of Home Builders, 1625 L Street, N.W., Washington 6, D. C.



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• non-flammable **super HIL-SWEEP**
makes dirt and dust disappear!

Magnetically attracts dirt and dust, holds it to the mop. No kick-up of dust, to re-settle later.

Super HIL-SWEEP is easy to use. Just spray or sprinkle it on mop the night before. Penetrates evenly into cotton wicks. Stays in the mop without build-up; just shake mop to release dust. Makes daily maintenance fast, simple, effective.

• **Saves Frequent Scrubbings**

Super HIL-SWEEP picks up the dirt before it has a chance to grind in. Leaves the surface dust-free, with renewed lustre.

• **Formulated for Asphalt Tile—**

Safe for any surface.

• **Fire-Safe, Too**

Will not freeze—yet has no flash point.

No fire hazard in use. No spontaneous combustion of mop or dressing in storage.

• **Keeps Your Floor Slip-Safe**

Keeps a safe floor safe—does not affect the non-slip properties of your floor.

• **Long-Lasting**

Super HIL-SWEEP evaporates very slowly; stays in the mop. Sweeps entire area without re-treating mop.



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Without obligation, please have the Hillyard Maintaineer nearest me show how New Super HIL-SWEEP will save my floors and save me money.

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Institution.....

Address.....

City..... State.....

NEW SUPPLIES AND EQUIPMENT

MULTI-USE FOLDING PLATFORMS

A complete new line of portable folding platforms has been announced by Midwest Folding Products, Roselle, Ill. They are sturdy platforms with a big 4 by 8-ft. top and come in heights of 8 in., 16 in., 24 in., 32 in., and 40 in., which makes them ideally adaptable



Portable Platforms

for any seating riser application. Each size folds compactly for storage. Legs are made of sturdy structural steel tubing with welded construction and are equipped with a Du-Honey 20 automatic safety lock, which assures positive locking in both the folded as well as the extended position. Tops of the

platforms are made of 3/4-in. plywood with an all-metal apron.

(For Further Details Circle Index Code 0200)

NEW ROYAL PRODUCTS

Royal Typewriter Co., a division of Royal McBee Corp., recently introduced five new products, all designed to simplify and accelerate special typing operations. These products sure to be welcomed on the market are: an interchangeable type bar, an electric systems writer, a special positioning device called the Selectomagic, a special cylinder called the Royaligner, and a new decimal tab machine.

The interchangeable typebar, an exclusive Royal feature, will prove especially handy to writers, medical men, and other professionals who perform special typing operations. It is a typebar head incorporating a type face that can be removed from the base bar and replaced by another in seconds. The new electric system writer teamed up with an adding machine can handle virtually all accounting tasks for any small business. The Royaligner is helpful in jobs involving marginally-punched continuous forms. It is a special cylinder with a tractor having pins that holds the form on each at all times for fast, accurate registration. The Selectomagic designed for typing operations producing a heavy volume of punched form typing eliminates all guesswork and hand manipulation in positioning forms. And the new Royal decimal tab machine eliminates

all laborious back spacing entailed in typing columns of figures.

(For Further Details Circle Index Code 0201)

LABORATORY GEIGER COUNTER

A laboratory geiger counter designed for complete classroom demonstration of radioactivity has been introduced by Central Scientific Co., Chicago, Ill. The instrument can be used for tracer study demonstrations and for such radioactivity phenomena as absorption, detector efficiency, and health hazards. It is ideal for classroom use because



Classroom Geiger Counter

it provides triple indication of radioactivity; by speaker, flashing light, and built-in count rate meter. Fitting into any standard 115 volt outlet the counter can also be used in biological classes for translocation study by adding small amounts of tracer elements to plant life or fertilizer and detecting the travel of the radioactive material. It is excellent for study of photosynthesis.

(For Further Details Circle Index Code 0202)

(Continued on page 64A)

Engineered Functional Design gives KRUEGER chairs extra comfort and durability—at no extra cost!



No. 81

Only in Krueger portable seating do you find such scientific design for correct posture and comfortable seating — durable rigidity and strength. Newest chairs in the Krueger line are the Y-type Non-tipping Series 80 and Series 70 — both available with steel or wood seats.

SERIES 80 TUBULAR STEEL CHAIRS

- 18-gauge electrically welded seamless tube frame construction.
- 16-gauge tubular leg stretchers.
- Form fitting 8" deep backrest with full curved edge.
- Safely covered folding hinges.
- Built-up pivot point frame strengtheners.
- Silent folding operation.
- Large reinforced shaped seat — 14 1/2 x 15".

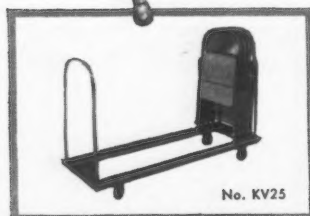
SERIES 70 CHANNEL STEEL CHAIRS

- 16-gauge double-beaded channel steel frame.
- Safely covered folding hinges.
- Positive seat guides prevent collapsing.
- Rigid channel steel leg stretchers.
- Fully rolled seat and backrest edges.
- Beige rubber feet over steel glides.



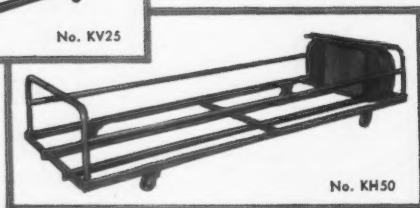
No. 72

In addition to the series 80 and 70 illustrated, Krueger offers a complete range of X-type folding chairs with steel, wood or upholstered seats from which to choose. All feature exclusive structural details that assure complete satisfaction for many years after investment has paid for itself.



No. KV25

CHAIR TRUCKS
Four new models and sizes with exclusive Krueger chan-angle frames for insured chair storage security. Details in catalog.



No. KH50



No. 51



No. 42

Write for new No. 400 catalog describing in detail the complete line of Krueger steel tubular and channel frame folding chairs and chair trucks.

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SPECIAL OFFER—50% CASH



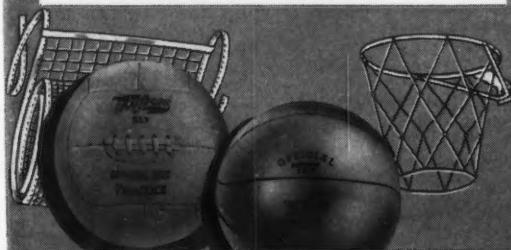
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12" REFLOGLE WORLD GLOBE. Over 6000 place names, cartographically correct. 96 page book, "See the World on a Globe," included. Your Free Gift for selling 30 Kits.



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OFFICIAL VOLLEY BALL OR BASKETBALL SET. Official size, weight. White sheepskin Volley Ball and 27 ft. standard net . . . or . . . Rubber Pebble Grain Basketball and 2 official size goals with nets. Your Free Gift for selling 50 Kits.

Plus any of these FREE GIFTS

*For Schools, Classrooms
or Any School Group*

Read about these valuable gifts. We are giving them away—without one cent of cost—as part of our 38th Anniversary Offer. Hundreds of School Groups raise needed cash every year by selling American Vegetable and Flower Seeds. It only takes a few days. This year you get a special 50% cash commission on all seeds sold PLUS your choice of the FREE Bonus Gifts shown here. A Bonus Gift is yours without cost when your group sells thirty or fifty 20-pack Sales Kits of seeds at 15c per individual pack. The amount of sales required is listed under each Bonus Gift.

A PRIZE FOR EVERY BOY AND GIRL

All your group need do to get a big cash profit and Bonus Gift is to fill out the coupon below for the number of Sales Kits you want. One kit (20 packs) for each student is the average order. When the seeds are sold and money collected, you keep one-half for your share, send the other half to us. (\$45 for 30 kits, \$75 for 50 kits). When your payment is received, we will send you at once your choice of the Bonus Gifts for your group—plus—A PERSONAL PRIZE FOR EVERY BOY AND GIRL who has sold one Sales Kit (20 packs) of American Vegetable and Flower Seeds.

Here's Proof of Success from a School Principal

"The boys and girls have done a wonderful job of salesmanship in the 2 weeks we have carried the project. In addition to getting valuable educational growth through the handling of money, they have also made their own thought problems in arithmetic, learned vocabulary words, learned to write a check properly. Thanks so much for offering this money-making project for the school children of America."

Mail coupon below for thirty or fifty Sales Kits of American Seeds and complete details. Send no money—the seeds are sent on credit—there is no risk on your part as unsold seeds may be returned. Coupon must be signed by an adult . . . either teacher or principal in charge of your sales campaign and responsible for payment.

AMERICAN SEED COMPANY

Dept. T5, Lancaster, Pa. Our 38th Year

AMERICAN SEED COMPANY,

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- ☐ 30 SALES KITS. For selling 30 Sales Kits, our group will receive \$45.00 cash, plus 30 student prizes, plus our choice of Giant Nature Encyclopedia or 12" World Globe.

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Name of School

School Address

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Write for free circular on Hygieia's four-point chalk program. It's Free!
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New Supplies

(Continued from page 62A)

TUNER-AMPLIFIER COMBINATION

A new low cost tuner-amplifier combination that is almost a hi-fi system in itself has been introduced by the Allied Radio Corp., Chicago, Ill. Called the Uni-Fi it features unified design to achieve excellent hi-fi performance at an unusually low price. It has a full set of controls and combines FM-AM tuner, magnetic preamp and 10-watt hi-fi amplifier on a single chassis. For record reproduction, it can be used with any record player, having either magnetic or crystal phono cartridge. In addition to an input for record player, an auxiliary input is provided which permits playing either a TV set or tape recorder through the Uni-Fi.

(For Further Details Circle Index Code 0203)

CONTEMPORARY SCHOOL FURNITURE

Peabody Seating Co., Inc., North Manchester, Ind., recently introduced a new line of molded Fiberglass furniture that is contemporary in design but functional, rugged, and dependable. The seat unit demands correct



Solid Plastic Top

posture but affords perfect comfort. It is easily adjustable from 16½ in. to 18½ in. high. The desk can be installed as a movable or fixed unit. The fiberesin solid plastic top and Fiberglass seat units are available in three beautiful shades of green, coral, or cocoa to harmonize with modern classroom interiors.

(For Further Details Circle Index Code 0204)

NEW SEWING MACHINE CABINETS

Singer Sewing Machine Co., New York 6, N. Y., recently announced a new line of sewing machine cabinets called the "French Provincial" line, that excellently captures the delicate craftsmanship of the French provincial period. It is a beautiful-practical cabinet that not only houses a sewing machine but also serves handsomely as a console or occasional table. Made of finely finished fruitwood, it has gracefully turned legs, delicately scrolled trim, a leatherette top, and antiqued brass handles. A stool made of the same light wood as the cabinet is also available. Any standard size Singer machine including the straight-needle, slant-needle, and unique automatic swing-needle models may be obtained in the French provincial line.

(For Further Details Circle Index Code 0205)

(Continued on page 66A)

**start
roller
skating**
for health and recreation



A WONDERFUL SPORT at low cost and upkeep

It's easy to start a roller skating program! It's a healthful exercise and the popular way to build strong bodies. A favorite with boys and girls and budget planners, too . . . roller skating makes a grand recreational activity. Handles the largest groups quickly and easily. Halls, gyms, or any large floor area make fine roller rinks. Invest in health and fun this season.

Rubber Tire Skates

FOR USE ON WAXED FLOORS IN Gyms, Ballrooms or Halls



NOT TO MAR, SCRATCH OR DAMAGE--

Rink clamp skates developed by CHICAGO specially for skating on waxed floors. The rubber wheels are ideal for use on tile, ballroom floors or any highly waxed surface. Will not harm or mark.

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Snowwhite Apparel helps girls grow into graceful ladies



Their regulation Snowwhite attire gives many girls their first opportunity to dress on a new and delightful level with other girls. How they appreciate it — and how helpful it is to you in their development.

Parents are quick to appreciate the savings and other benefits gained when their daughters can dress so well and so economically.

**JUMPERS
2-PIECE UNIFORMS
BLOUSES
GYM SUITS
SWEATERS**

Write for the Snowwhite Style Portfolio — it's free to school authorities.

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"SERVING THE PAROCHIAL EDUCATION FIELD SINCE 1924"



Wall-Saving Chair

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Also available, a wide assortment of chairs and tables for dormitory, social room, dining room and other uses.

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Clarence Gomer, Director A-V Education, Freeport High School, Freeport, N.Y.



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SEE IT NOW! Beautiful, Copper Bronze case with matching borders makes it at home anywhere. New White Magic glass-beaded mildew and flame-resistant fabric for extra brilliance and long life!

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NEW! Da-Lite ELECTROL JUNIOR®

world famous electrically-operated screen now yours with **AUTOMATIC SAFETY STOPS!**

Screen unrolls to correct picture size and automatically stops!

From 6' x 8" \$220.00
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The Electrol Junior is ideal for small club rooms, church, industry and home—the best electrically operated screen in smaller sizes at a nominal price.

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BOOKOTE is proving almost as universally popular as its companion product BOOK-SAVER. Many school systems make a practice of giving every new book, texts and library volumes alike, a protective coating of BOOKOTE before releasing for service.

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New Supplies

(Continued from page 64A)

NEW SOUND CONTROL CONSOLES

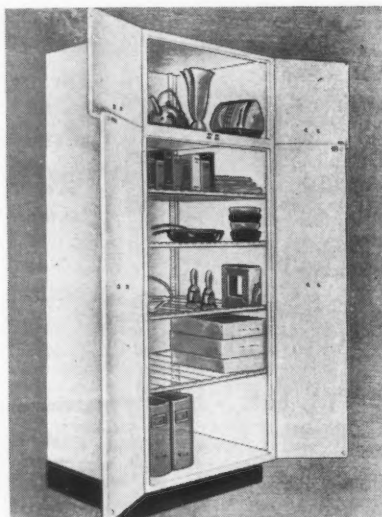
A new line of sound control consoles designed to simplify school sound system planning and installation has been introduced by Radio Corporation of America, Camden 2, N. J. They have manufactured three basic consoles from which many variations can be developed to suit individual needs. These three basic types are: single channel console, dual channel console, and dual channel console in single channel cabinet.

Unusual operating simplicity has been achieved in these new units. Technical skill or special training are not required to operate the consoles. Outstanding mechanical and electrical design brings all operating controls within convenient, finger-tip reach; minimizes floor space needs; and provides for extreme ease of installation and servicing.

(For Further Details Circle Index Code 0206)

STEEL STORAGE CABINETS

Geneva Modern Kitchens, Geneva, Ill., recently introduced a completely new line of steel storage cabinets to meet the many needs of home arts teachers. A few of their new



General Storage Cabinet

specialized units are: tote tray cabinets, wardrobes, general storage cabinets, cabinets for aprons, ironing boards, implements, utensils, and refuse. Also available are cabinets for bed storage linens, lavatory, charts, and files. Each cabinet comes in various widths, heights, and in six muted colors.

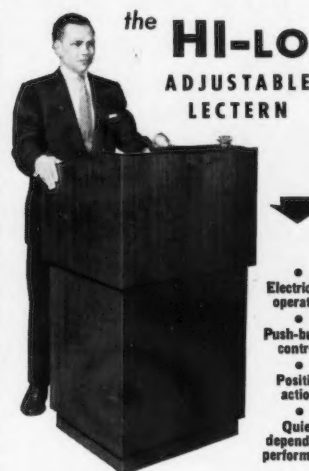
(For Further Details Circle Index Code 0207)

PORTABLE TABLET ARM

A handy portable unit designed to help alleviate the crowded classroom problem has been introduced by the Universal Bleacher Co., Champaign, Ill. It is a sturdy portable tablet arm that may be attached to any gymnasium bleacher. Constructed of extra strong hardwood and steel it requires little upkeep. The writing surface is made of edge-glued

(Concluded on page 68A)

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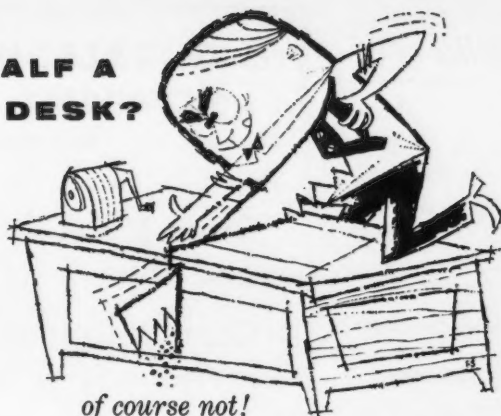
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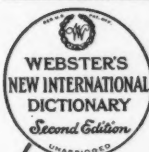
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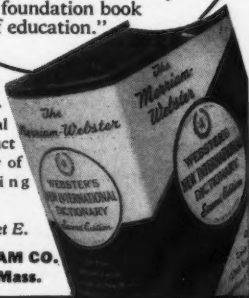
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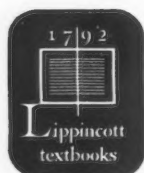


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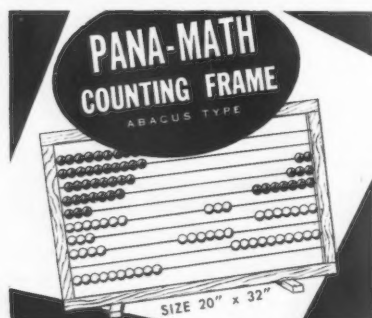
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New Supplies

(Concluded from page 66A)

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The unit is very easy to attach and can be set up and removed by students at the beginning and end of each class period if desired. A portable storage rack that stores up to 50 tablet arms in a minimum of space is also available.

(For Further Details Circle Index Code 0208)

TUBULAR CLASSROOM SEATING

A new design and engineering motif in chair desks—tablet arm chairs and all purpose chairs for classroom use is being offered by Beckley-Cardy Co., Chicago 39, Ill. They have introduced a cantilever truss construction that assures strength with lightness and an absolute



Light-Weight Desk

self-leveling of the legs on uneven floors. An especially appealing feature of the chair is its convertibility. The desk top and/or the tablet arm are easily attached or detached so that chairs can be adapted to various uses. The lightness of the desk, due to the tubular steel legs and supports, makes it possible to readjust arrangements quickly.

(For Further Details Circle Index Code 0209)

MANUFACTURERS' NEWS

Herman W. Nelson, pioneer of modern schoolroom ventilation, died January 11 at the age of 79. He was well known to school administrators for his manufacture and promotion of a window unit for ventilating and heating individual schoolrooms. Mr. Nelson first introduced his unit ventilator idea during World War I and the idea gained acceptance so rapidly that the Univent name became generic to the field. Soon after that the Herman Nelson Corp. was founded. It still exists today but is presently a division of the American Air Filter Co., Inc., Louisville.

The Trane Co., LaCrosse, Wis., manufacturers of equipment for air conditioning, heating, and ventilating, have announced that bids will be taken during early spring of 1956 for the construction of a 65,000 square foot, "L" shaped, engineering building. The building is urgently needed to provide space for the product and design departments which have outgrown their present quarters.

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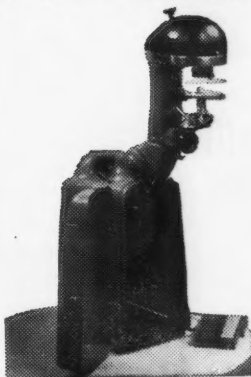
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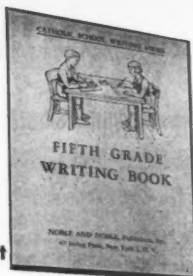
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Coming Conventions

Mar. 14-16. Mississippi Education Association, Jack-
son, Miss. Hotel Heidelberg. Secretary: R. C. Barnes,
P.O. Box 826, Jackson, Miss. Exhibits: R. C. Barnes.

Mar. 14-17. National Science Teachers Association,
Washington, D. C., Shoreham Hotel. President: Dr.
Robert Stobbs, Prof. of Science and Education, San
Francisco State College, Calif.

Mar. 15-17. Kansas Home Economics Assn., Kansas
City, President Hotel. Secretary: Helen T. Clark, 428
S. Broadway, Wichita, Kans.

Mar. 15-17. Idaho School Trustees Assn., Moscow,
Idaho, University of Idaho. Secretary: J. C. Eddy,
112 N. Garden, Boise, Idaho.

Mar. 15-17. Georgia Education Assn., Atlanta, Ga.,
Municipal Auditorium. Secretary: J. Harold Saxon,
706 Walton Bldg., Atlanta, Ga. Exhibits: Mrs. Mar-
garet B. Jones, 706 Walton Bldg., Atlanta, Ga.

Mar. 15-17. South Carolina Education Assn., Colum-
bia, S. C., Township Auditorium. Secretary: P. M.
Coble, 1510 Garvais St., Columbia, S. C. Exhibits:
Mrs. Marian Dantzer.

Mar. 15-17. Oregon Education Assn., Portland, Ore.,
Civic Auditorium. Secretary: C. W. Posey, 1500 SW
Taylor, Portland 1, Ore. Exhibits: Edward Elliot.

Mar. 15-17. New Jersey Vocational and Arts Assn.,
Asbury Park, Hotel Berkeley-Carteret. Secretary: Mrs.
Hazel N. DeCamp, 8 Mountain View Place, Irving-
ton 11, N. J. Exhibits: Harold D. Shannon, 1416
Unami Ave., Asbury Park, N. J.

Mar. 15-16. California Industrial Education Assn.,
Kern County Fair Grounds, Bakersfield, Calif., Bakers-
field Inn. Secretary: Harry D. Bodkin, 131 Moore
Hall, UCLA, Los Angeles 24, Calif. Exhibits: Harry
Brennan, Bakersfield Junior College, Bakersfield, Calif.

Mar. 22-23. Alabama Education Assn., Birmingham,
Ala., Temple Theatre. Secretary: Frank L. Grove, 422
Dexter Ave., Montgomery, Ala. Exhibits: Mr. Vincent
Raines, 422 Dexter Ave., Montgomery, Ala.

Mar. 22-23. Tennessee Education Association, Chat-
tanooga, Tenn., Pottace Hotel. Secretary: Frank Bass,
321 7th Ave., North, Nashville, Tenn.

Mar. 22-24. Illinois Vocational Association, Peoria,
Ill., Pere Marquette Hotel. Secretary: Orlin D. Trapp,
Waukegan Twp. High School, Waukegan, Ill. Exhibits:
Arthur La Pointe, Bd. of Education, 298 N.
La Salle St., Chicago, Ill.

Mar. 22-24. North Carolina Education Assn., Ashe-
ville, N. C. George Vanderbilt Hotel. Secretary: Mrs.
Ethel Perkins Edwards, Box 350, Raleigh, N. C. Ex-
hibits: John G. Bickle, Box 350, Raleigh, N. C.

Mar. 25-29. Western Arts Association, Kansas City,
Mo., Hotel Muehlebach. President: Edith M. Henry,
700 Cherry St., Denver 20, Colo.

Mar. 29-31. Indiana Industrial Education Association,
French Lick Springs Hotel, French Lick, Ind.
Secretary: H. G. McComb, 215 State House, Indi-
anapolis, Ind. Exhibits: Wm. Amthor, Shortridge High
School, Indianapolis, Ind.

Apr. 3-6. Nat'l. Catholic Educational Association,
at the Kiel Auditorium, St. Louis, Mo. Secy.-Genl.:
Rt. Rev. Msgr. Frederick G. Hochwalt, 1785 Massa-
chusetts Ave., N.W., Washington, D. C.

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Evaluation of Audio-Visual Aids

YOUNG AMERICA FILMS

18 East 41 Street
New York 17, N. Y.

Three new filmstrips are being released by Young America Films. They are:

1. **Word Study Series**, for language arts classes at the intermediate grade and high school levels, includes these 6 individual filmstrips: *Keys to Word Building*; *Synonyms, Antonyms, etc.*; *Word Meanings Change*; *Unusual Word Origins*; *Words Derived from Latin and Greek*; *Words Derived from Other Languages*.

2. **Grooming for Boys**, designed for guidance and health classes in the secondary school, lists these four individual filmstrip titles: *Clean as a Whistle*, *Fit as a Fiddle*, *Time to Attire*, and *Strictly Business*.

3. **American Scientists**, a biographical series for social studies and science classes at the intermediate grade and high school levels, includes these 6 individual filmstrips: *Samuel F. B. Morse*, *Thomas A. Edison*, *Alexander Graham Bell*, *Eli Whitney*, *Luther Burbank*, and *Cyrus H. McCormick*.

SOCIETY FOR VISUAL EDUCATION

1345 Diversey Parkway
Chicago 14, Ill.

Four new filmstrips have been released in the series "Living in Eastern and South-eastern Asia." They are:

1. **Living in China and Korea**. Effects of dense populations, differences in natural environments, and agricultural and urban activity are emphasized.

2. **Living in Japan**. Life in both city and rural areas is shown—changes since World War II in ways of living and effects and problems related to the pressure of population are presented.

3. **Living in Indonesia and the Philippines**. Commercial importance of these areas, contrasts in life in city and rural areas are stressed.

4. **Living in Southeastern Asia**. Burma, Thailand, Vietnam, Cambodia, Laos, and Malaya—the importance of rivers and their valleys, tin, rubber, and rice production.

Utilization: This series of filmstrips, an up-to-date picture and map resource, is recommended for showing how people live in eastern and southeastern Asia. When

George E. Vander Beke, Ph.D.

Editorial Consultant for Audio-Visual Aids

utilized in social studies, geography, and world affairs classes, emphasis can be given to the influence of the environment and climate on the way people live, the industrial and agricultural activity, and the significant social and economic changes that are now taking place. Each filmstrip is well organized and is divided into sections with introductory frames and unit headings. *This series of filmstrips can be used successfully with any basic study of eastern and southeastern Asia.*

JAM HANDY 2821 East Grand Blvd. Detroit 11, Mich.

A series of 7 filmstrips in color with 213 frames is available for grades 7, 8, and 9 to help teen-agers understand some of the problems they face as they grow up physically, emotionally, and socially. Teachers should write to Jam Handy for preview copies to become familiar with the contents before deciding to use these strips in the classroom. The 7 filmstrips are:

1. **You and Your Growth** (30 frames). Major problems in adolescent physical growth are presented in this filmstrip. It shows the differences in the rate and timing of growth. The related problems of clumsiness, voice and skin changes, and tiredness are illustrated.

2. **Your Feelings** (31 frames). In this filmstrip the major emotional worries of teen-agers are considered. Suggestions and questions offer help to students in their search for favorable emotional outlets.

3. **Using Your Time and Ability** (33 frames). The importance of discovering one's interests and abilities is stressed in this filmstrip. It gives hints on how to plan time to develop them.

4. **Making Friends** (31 frames). Basic personality characteristics, which adolescents consider essential in getting along with others, are colorfully illustrated.

5. **Your Family and You** (32 frames). Typical family problems from the teen-agers' viewpoint are realistically depicted. Some possible solutions are given. Students are encouraged to suggest their ideas for minimizing family conflicts.

6. **Looking Ahead to High School** (33 frames). Here the student is familiarized with the new experiences and procedures he will encounter in high school. The filmstrip helps prepare him to solve the problems which arise from the newness of high school life.

7. **Dating Daze** (32 frames). Typical dating problems are illustrated. This filmstrip provides specific helps to the teenager for first dating experiences.

ENCYCLOPAEDIA BRITANNICA

1150 Wilmette Ave.
Wilmette, Ill.

The usually fine teacher's guides have been received for the following 16mm. films:

1. **The Night Before Christmas**. Color and Black and White, Sound, 11 Minutes.

2. **William Shakespeare**. Color and Black and White, Sound, 25 Minutes.

3. **Rembrandt Van Rijn**. Color only, Sound, 27 Minutes.

4. **Lafayette**. Black and White, Sound, 16 Minutes.

5. **Our Weather**. Black and White, Sound, 11 Minutes.

6. **Why Vandalism**. Black and White, Sound, 17 Minutes.

Also available are the following 35mm. filmstrips:

1. **Christmas Stories**. 6 Filmstrips.

2. **Great Names in Biology**. 6 Filmstrips.

3. **Primary Science**. 6 Filmstrips.

4. **Developing Your Personality**. 6 Filmstrips.

These are all in color and run about 50 frames per film.

McGRAW-HILL 330 West 42 St. New York 36, N. Y.

A series of 5 films for classes in teacher education are:

1. **Learning to Understand Children**. A diagnostic approach. 21 Minutes.

2. **Learning to Understand Children**. A remedial program. 23 Minutes.

3. **Maintaining Classroom Discipline**. 14 Minutes.

4. **Developing Pupil Interest**. 13 Minutes.

5. **Teacher and Pupils Planning and Working Together**. 19 Minutes.

New Books of Value to Teachers

Methods and Curricula in Elementary Education

By James A. and Patricia G. Fitzgerald. Cloth, 591 pp., \$5.50. The Bruce Publishing Co., Milwaukee 1, Wis.

This book on elementary education is more comprehensive than the title suggests. While its emphasis is on methods and curricula, it covers directly or incidentally such topics as objectives, child development, child guidance, and pupil evaluation. Woven throughout the chapters are sound philosophical and psychological principles. The author

has brought to this volume a whole lifetime of intensive study and broad experience in the field. He apparently has blended the best in the old with the best in the new in elementary education.

This book may be used for a general course in elementary education, or for courses which are a combination of general and special methods. It is a helpful reference book for elementary teachers, principals, supervisors, and curriculum makers. All will appreciate the specific teaching helps for various situations—lists of units, oral reading situations, pupil activities, and similar helps.—*J. P. Treacy*, Marquette University.

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apply word-attack skills.

See the books and Teacher's Guidebooks of the Cathedral Basic
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Personnel Problems of School Administrators

By Clarence A. Weber. 378 pp., \$5. McGraw-Hill Book Co., Inc., New York 36, N. Y., 1954.

A well-written text in the field of personnel management. The author, a former superintendent and at present a professor of education, combines practice and theory to make this a useful book.

Instead of the historical approach usually applied to the areas of personnel administration, the author challenges current personnel practices and suggests new ways for solving these problems. Through scholarly research, emerging best practices in orienting new teachers, providing for substitute service, in-service training, evaluation, and the teaching load are indicated. The chapter on salaries and salary schedules can be very helpful to administrators attempting to solve this problem on a local basis. The need for making teachers' organizations truly professional organizations is well developed. The democratic process is recommended as the best means of solving personnel problems.

This is a useful textbook for school administrators and for students in the field of administration.—*Henry R. Horvat*, Ed.D., Marquette University.

The Comprehensive High School

By Franklin J. Keller. 302 pp., \$4. Harper and Brothers, New York, N. Y., 1955.

"A fully comprehensive high school (if the term is to mean anything) is one that combines all the best features of an academic high school and a vocational high school, and therefore serves the needs of all youth in a community."

The place of the comprehensive high school in small communities, in communities contemplating a second high school, and in large cities is well presented. While the author recognizes that the high school is in a state of transition, he does not believe that the comprehensive high school is the final answer to high school organization in all communities. Today few fully comprehensive high schools exist; however, the author does give some specific examples indicating their organization, their programs, and their use of advisory committees.

The author, a vocational school principal, made a field study of comprehensive high schools, and so-called comprehensive high schools across the country. The information he acquired on this trip was combined with scholarly research to produce a very timely study.

The Comprehensive High School is a challenging book, well written and easily read for students of secondary education, and for administrators who are dissatisfied with present programs.—*Henry R. Horvat*, Ed.D., Marquette University.

Problems of Registrars and Admission Officers in Higher Education

Ed. by Catherine B. Rich. Cloth, 215 pp. Catholic University of America Press, Washington 17, D. C.

These are the proceedings of the workshop on the problems of registrars and admission officers in higher education, conducted at the Catholic University of America, June 11 to June 22, 1954.

There were 59 persons in attendance who listened to and discussed 14 papers presented at the workshop. The participants broke up into two seminar groups. In three days Group A considered problems of admission while Group B considered problems of registration; for the last three days the groups exchanged

(Continued on page 8A)



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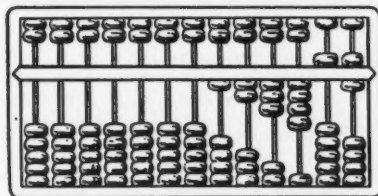
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